Volume

1

Evaluation of the Initiation to Teaching Project

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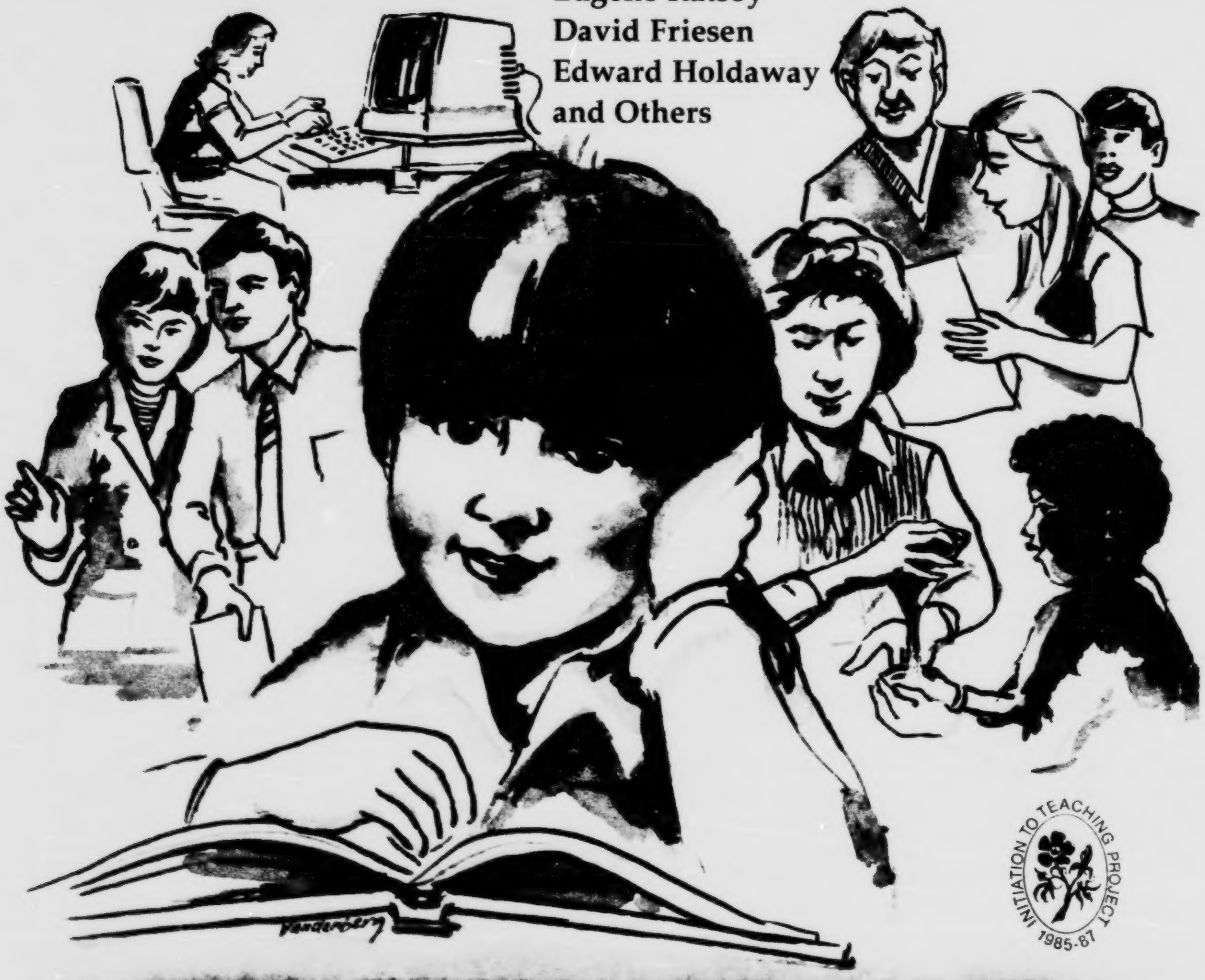
and Others



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EVALUATION OF THE INITIATION TO TEACHING PROJECT

TECHNICAL REPORT

VOLUME 1

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ABSTRACT OF THE FINAL REPORT

In September 1985 a large-scale teacher internship project was implemented in schools in Alberta. During each of the 1985-86 and 1986-87 school years, this Initiation to Teaching Project provided nearly 900 recent graduates of university teacher preparation programs with employment as interns. Funding was provided by Alberta Education, Alberta Career Development and Employment, and school systems. The general purposes of this two-year program were to provide employment in teaching for recently graduated teachers who might otherwise be unemployed or underemployed, and to assess the utility of a year-long program in which the transition from university student to full-time teacher was undertaken more gradually and with more professional assistance than is usually the case with beginning teachers.

The Alberta Initiation to Teaching Project was evaluated extensively by a research team of 12 professors from the Universities of Alberta, Calgary and Lethbridge. This evaluation consisted of many elements: a literature review; the collection of information about internships in other professions; interviews with professors, in-school staff members and representatives of major educational organizations; questionnaires completed by professors, senior education students, beginning teachers, interns, supervising teachers, principals and superintendents; observation and coding of the teaching behavior of beginning teachers and interns; reports by superintendents and by consultants in regional offices of education; and analysis and assessment of this large volume of information. Recommendations for improving the program in its second year were made in June 1986; recommendations for future development of the teacher internship are made in the final evaluation report.

The evaluation revealed that the internship year facilitates the student-to-teacher transition. The numerous positive features and the strong support for the continuation of an internship program by virtually all major educational groups far outweighed the several negative features. Direct benefits, usually not available to beginning teachers, were experienced by interns. Benefits also accrued to supervising teachers, to students and to the schools in which the interns were employed.

The respondent groups expressed overall support for the four specific purposes of the internship program: the refinement of teaching skills of interns, the assessment of the interns' suitability for placement, the development of professional relationships by interns, and the further development of professional skills of supervising teachers.

The review of practices in other countries and other professions revealed strong support in many Western countries for the introduction of a structured and well-planned entry year for beginning teachers to replace the typical "quick-immersion, sink-or-swim" approach to induction with its many negative consequences. Most professions have an introductory period and have found it to be beneficial for their interns, their profession and their clients.

Based on the evaluation of the 1985-87 Alberta Initiation to Teaching Project, the literature and research on teacher induction, and the experience of other professions, the following course of action is strongly recommended:

> That, by September 1990, every beginning teacher--that is, one who has completed the university teacher preparation program and has never been employed on a regular, full-time contract--be required to complete successfully an approved internship, to be known as a "Teacher Residency Program" for "Resident Teachers." The program would have these central features:
>
> 1. length of residency to be an entire school year;
> 2. programs for resident teachers to be developed by each school jurisdiction in accordance with provincial regulations and guidelines;
> 3. resident teachers to be employed only in schools which are approved on the basis of their ability to offer suitable programs for resident teachers;
> 4. emphasis to be placed upon effective teaching and classroom management;
> 5. supplementary experiences to be organized to allow the resident teacher to become familiar with the teacher's role, the operations of a school throughout the year, and student development during a school year;
> 6. teaching load to be substantially less than that of a full-time teacher at the beginning of the school year but to increase during the year;

7. supportive supervision with emphasis on formative evaluation and regular feedback to be provided by a trained team of support teachers, one of whom should be designated "Residency Advisor";

8. privileges enjoyed by other teachers to be extended also to resident teachers with respect to benefits, certification and re-employment, except that their salary should be in the order of four-fifths of that of beginning teachers; and

9. a "Teacher Residency Board" to be established as an independent authority with responsibility for designing the program, for developing regulations and guidelines, for approving schools in which resident teachers may be employed, for developing evaluation criteria and standards for successful completion of the Teacher Residency Program, and for overall direction and monitoring of the program; this board would be composed of representatives of the major educational organizations in the province.

In recognition of the need for extensive consultation and planning prior to the implementation of the proposed mandatory Teacher Residency Program in September 1990, the following interim measures are recommended:

> That, by September 1988, every beginning teacher be required to participate in a year-long induction program that provides for a reduced teaching load and appropriate, skilled supervision; this would serve as a phasing-in period for the Teacher Residency Program described in the major recommendation.
>
> That, during the two-year period 1988-90, regulations and guidelines be developed for the Teacher Residency Program based on the findings of this study and on the experience with the beginning teacher induction program.

To implement the major recommendation and the proposed interim measures, additional resources would be required to provide release time for resident teachers, support teachers and resource personnel, and to finance in-service activities for these three categories of personnel. In view of the benefits to all parties involved, the sources and amounts of these additional resources should be jointly determined by the major educational organizations in the province.

Alberta has a history of leadership in educational innovation. Another initiative, this time in teacher preparation, is now needed. The introduction of the Teacher Residency Program would enable teaching to join other professions in requiring a properly organized transitional experience for the graduates of its university preparation programs, thereby facilitating their entry into full-time professional practice. Adoption of the measures proposed would be in keeping with current views on teacher preparation and should enhance the provision of education throughout Alberta.

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CHAPTER 1

INTRODUCTION TO THE TECHNICAL REPORT

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INTRODUCTION TO THE TECHNICAL REPORT

On the 22 April 1985, the Minister of Education for Alberta announced a two-year $28,000,000 experiment in the internship for teachers which was entitled the Initiation to Teaching Project. This large-scale pilot endeavor in teacher preparation commenced in September 1985, at a time when the supply of teachers in the Province had substantially outpaced the demand. The lead time from introduction by the Minister of Education to full implementation some four months later was short. Provision was made for placing up to 900 interns each year in Alberta's public, separate, private and Early Childhood Services schools. The actual figures, counting many who served part-year rather than full-year internships, reached 899 in the first year and was 889 on 5 May 1987. Lead time for mounting a comprehensive evaluation of this project was even shorter. Nevertheless, an evaluation component of a scale seldom associated with such programs was built into the project.

Purposes and Procedures of the Study

The multi-faceted study of the two-year Initiation to Teaching Project, commissioned by Alberta Education in October 1985, was conducted by a research team of professors of education from all three Alberta universities which grant Education degrees: the University of Alberta, including Faculté Saint-Jean, the University of Calgary and the University of Lethbridge. In addition, some 18 educators were specially trained to collect classroom data for the study. Over the two-year period, approximately 6,000 individuals provided detailed information for the evaluation.

Data were collected by surveying the extensive literature in this field, by direct observations of interns and beginning teachers in classrooms throughout the Province, and by in-depth interviews both of those involved in the preparation of other professionals and of large samples of individuals participating in or affected by Alberta's teacher internship program. In addition, an even larger number of those directly involved in a variety of ways in this endeavor provided information about or reactions to various aspects of the program by means of questionnaires. Content and statistical analyses of the large amounts of data collected were employed. This permitted the results to be presented in tabular as well as textual form.

Objectives of the Initiation to Teaching Project

A major objective of the Initiation to Teaching Project (ITP) was to facilitate the transition from student to professional teacher by assisting the beginning teacher in acquiring skills, competencies and professional attitudes with the help of capable and experienced teachers and supervisors. Another objective was to provide employment for beginning teachers who could not find teaching positions in a period of teacher oversupply in Alberta.

The official purposes of the ITP were to be attained in a structured and supportive environment providing for the following:

1. refinement of teaching skills;
2. development of professional relationships;
3. assessment of the intern's suitability for placement;
4. assessment of the effectiveness of internship as a means to improve teaching competency; and
5. further development of the professional skills of supervising teachers.

Funding Arrangements for the Initiation to Teaching Project

Funding for the Alberta internship program came from several sources. Alberta Career Development and Employment provided $7,800 per intern and Alberta Education added $5,460 and a benefits package of $750. Employing jurisdictions, including school divisions, counties, public and separate school districts, and private schools, provided $2,340 for each intern. An additional $1,000 per intern was made available by Alberta Career Development and Employment for use in financing professional development activities. The salary for a full ten-month internship was set at $15,600 and this amount was prorated for internships of a shorter duration.

Major Characteristics of the Initiation to Teaching Project

Because the ITP was an experiment in teaching internships, considerable flexibility was permitted in the program. Department of Education guidelines, a Provincial Steering Committee for the project and for its evaluation, and the appointment by Alberta Education of a full-time Director of the Initiation to Teaching Project by Alberta Education helped to achieve some measure of uniformity in practices throughout Alberta. The guiding characteristics for the project were the following:

- Participation in the ITP was optional for beginning teachers and for employing school jurisdictions.
- Each internship was to be ten months in length and nonrenewable; however, many internships were of shorter duration.
- Interns were not to be employed as substitute teachers, teacher aides or regular teachers.
- Individual school jurisdictions were responsible for recruitment, hiring, placement, induction programs, supervision and evaluation.
- Programs were expected to ensure a gradual increase of teaching responsibility for the intern.
- The supervising teacher was expected to provide supervisory assistance as required.
- A written assessment was to be provided to the intern at the conclusion of the internship.
- A set of Alberta Education guidelines governing various aspects of the internship program was supplied to each participating school jurisdiction.

Specific Objectives Associated with the Evaluation

The evaluation study had two main purposes: (1) to provide a formative evaluation of the Alberta Initiation to Teaching Project in its first year of operation which would serve as the basis for proposing changes for the second year of the project, and (2) to provide a summative evaluation of the entire project and its various components so that a decision to discontinue the project after two years or to give it continuing program status might be made. The second purpose also involved making recommendations for changes in the program.

To achieve these two purposes, four questions concerning each purpose were to be answered. These questions related first, to identifying intentions for the project and recording observations of project activities, in order to provide descriptive information about the internships; and second, assessing the appropriateness of various elements of the project and determining their effectiveness in achieving the intentions, in order to provide judgemental information.

Specifically, the terms of reference for the evaluation of the project proposed two foci for the evaluation: (1) the project outcomes or ends sought in the form of impacts or effects "on interns, participating teachers and administrators as well as on various levels of government and institutions throughout the province"; and (2) the components which comprise the project, or means employed to accomplish the ends, that is, "the structures and processes developed and employed provincially and locally and the associated conditions, principles and guidelines."

Evaluation Reports

Over the course of two years, numerous meetings of the research team were held to devise detailed plans for the evaluation. The various research strategies involved, as well as the findings of the many study components, are detailed in Volumes 1 and 2 of the *Evaluation of the Initiation to Teaching Project: Technical Report*, each volume containing 10 chapters and together summarizing 23 interim reports. The contents of the two volumes of the Technical Report are as follows:

Volume 1 (A report of findings primarily from the 1985-86 phase of the evaluation)

1. Introduction to the Technical Report
2. Internships in Teaching and Other Professions
3. Internship Practices in Other Professions
4. Interviews with Stakeholders
5. Interviews in Schools
6. Interviews During Classroom Observations
7. Survey of Superintendents
8. Survey of School-Based Personnel
9. Surveys and Interviews of Faculty of Education Professors and Senior Students
10. Interim Recommendations Based on the 1985-86 Phase of the Initiation to Teaching Project

Volume 2 (A report of findings primarily from the 1986-87 phase of the evaluation)

1. Introduction to the Technical Report
2. Interviews with Stakeholders
3. Interviews in Schools
4. Interviews During Classroom Observations
5. Survey of Superintendents
6. Survey of School-Based Personnel
7. Survey of Faculty of Education Professors
8. Survey of Faculty of Education Senior Students
9. Reports from School Jurisdictions
10. Classroom Observation Study

Following the first phase of evaluation, but before the end of the first year of the program, a list of recommendations was presented to the Director and the Steering Committee of the Initiation to Teaching Project. These recommendations appear in the final chapter of

Technical Report Volume 1, as well as in the Final Report and the Summary Report.

The first year data, presented mainly in Volume 1 of the Technical Report, although important in their own right, primarily served the purpose of sensitizing the research team to many of the issues involved in the operation of the internship program. The design and foci of the second year's evaluation were developed largely from the findings of the first year of the evaluation. For example, there was a strong emphasis in the second year on various policy matters that were identified in the first year. These policy matters are explored primarily in Technical Report Volume 2. The longitudinal classroom study, mentioned early in this chapter, spanned both years of the study. The report on it also appears in Technical Report Volume 2.

The Technical Report and the interim reports on which it is based served as the data sources for the report entitled, Evaluation of the Initiation to Teaching Project: Final Report. The Final Report, in addition to summarizing this large-scale study and its findings, also presents recommendations based on the two-year evaluation. A shortened version, prepared for wider distribution, is entitled Evaluation of the Initiation to Teaching Project: Summary Report.

CHAPTER 2

INTERNSHIPS IN TEACHING AND OTHER PROFESSIONS

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INTERNSHIPS IN TEACHING AND OTHER PROFESSIONS

The Nature of Internships in the Professions

Problems for Beginning Professionals

Historically, new entrants in many professions learned by apprenticeship to master practitioners. Only after extensive practice under individual supervision and guidance did they gain independence and professional status. In education, for example, expert teachers trained monitors, probationers and pupil teachers in other classrooms; senior students received training and were assigned responsibility for the instruction of other children (Wilson and D'Oyley, 1973:13).

With the advent of academic training programs, novice professionals experienced difficulty adapting from institutional settings and theoretical approaches to professional workplaces and practical tasks. In spite of brief field experience components in preservice programs, there arose a technical and psychological chasm between university preparation programs and practice in many professions. For example, Gowdy (1983:179) highlighted a continuing problem of stress for engineering graduates entering their chosen profession. He referred to the "culture shock" of moving from a "college culture" to an "industrial culture" as fledgling engineers faced new responsibilities, new professional and personal relationships, and attitudinal changes.

Similarly, the American Society for Nursing Service Administration (1980:1) acknowledged an "ever greater difficulty in making the transition from student to hospital staff nurse." The Society noted a variety of possible causes, including an excessive emphasis on theory in the educational system, the emergence of "reality shock"--unrealistic workplace demands on neophytes and inadequate systems of support--and "rapidly accelerating skill demands of an increasingly technical profession." Whatever the source of the problem, A.S.N.S.A. recognized a need to smooth the transition from student to practitioner.

The teaching profession has faced similar concerns relating to the transition from student to teacher. On the basis of their studies, Koehler (1979:201), Brown and Willems (1977:73), Silvernail and Costello (1983:32) and others observed that the first year of teaching is "extremely traumatic." Koehler argued that teachers are obliged to learn how to teach in particular contexts "in the first three years in the classroom--particularly the first," and Gaede (1978:405) outlined the "awesome task" that confronts the first year teacher. The teacher

> must establish a favorable reputation among students, faculty, and administrators . . . must organize and prepare lessons for courses . . . never before taught; and . . . must struggle to adapt to an entirely new role--that of an adult, a professional, a teacher.

Griffin (1985:43-44) referred to specific frustrations associated with "the adjustment phenomenon" for new teachers: demands upon personal resources, general feelings of powerlessness, and dissatisfaction attending low status in the profession. Gaede (1978:407-408) added that, during the transitional first year, teachers discover that their preservice education was inadequate, they miss the support and supervision previously provided by university staff and cooperating teachers, and their new independence and isolation leave them with the reality shock which characterizes entrance to most professional occupations.

Moreover, in spite of the crucial need for support and expert guidance during this initial phase, Koehler (1979:201) highlighted a general disregard for fledgling teachers within the profession. Similarly, Brown and Willems (1977:73) pointed to the "lifeboat ethics" of schools, where experienced teachers "survive" while first year colleagues are assigned to "difficult-to-teach pupils" and receive little orientation to school routines, expectations and hierarchical structures. As a consequence, beginning teachers become demoralized, develop negative coping strategies, and many soon leave the profession. Dunbar (1981:15) and Titley (1984:84) also commented on the profession's "sink or swim" approach to the induction of new teachers. As a consequence, writers and educational administrators alike have expressed great interest in experimentation with "internships" to assist teachers through the initial adjustment to professional practice. Lasley (1986:i) claimed that "The development of teacher induction programs makes sense. Good sense."

As the ensuing review will show, many of the professions have established periods of induction to facilitate the transition from student to practitioner. Conventional names for programs of transition include "articling" and "internship."

Historical Development of Internship

One of the problems one has to deal with when examining the meaning of internship is that it has been used to describe many different practices. The origin of the concept may in fact be based partly in apprenticeship and partly in professional preparation. The historical background of internship generally brings out three important facets of the concept: (1) the intern is a learner; (2) internship is a phase of education; and (3) the intern works in the institution where the training is offered.

Medicine, engineering, law, and accounting are the professions with which the concept of "internship" (also known as articling in law and accounting) is usually associated. Within these and some other professions, the concept of internship is an integral part of the preparatory programs, separate from and following university academic studies. Hence in these professions, a candidate becomes a full-fledged member only after successful completion of an internship.

The concept of internship has been known for a long time in some professions, particularly medicine and law. The Committee for Advancement of School Administration (1964) of the American Association of School Administrators mentioned the application of internship in medicine as far back as the early 19th Century in France. Indeed, it was held that, when the traditional professions stopped preparing their practitioners through the apprenticeship system and began preparing them through programs of formal academic study, they realized the need for practical experience and thus included clinical practice as a required final phase of preparation (Tanruther, 1967; Wilson and D'Oyley, 1973).

The medical profession's response to the problem of initiation to practice was "internship." This scheme was devised to create a bridge between the years of medical school preparation and commencement of work in the profession. The medical internship emerged as a compulsory, "one-year period of work and apprentice training in a hospital following completion of the formal professional curriculum" (Shaplin and Powell, 1964:176). Moreover, as Shaplin and Powell recorded, professional interest in internship blossomed in the 1920s "not only in medicine, but in engineering, the ministry, public administration, library science, and increasingly, in teaching."

In contrast, the legal profession had never relinquished its practice requirement for admission to the profession. As the Law Society of Alberta (1985:4) noted, there was a long history of "professional apprenticeship or articles bolstered by a student's self taught education in law." Indeed, intending barristers in mid-19th century England were expected to demonstrate good character, dine at their Inns of Court and serve seven years in articles prior to admission to practice. Similarly, future solicitors were called upon to complete extensive articleship and legal examination requirements before being admitted to the Rolls. English legal education subsequently incorporated law school education, although articles remained as an important element in training lawyers. In Canada, law students were sometimes permitted to pursue articles and degree program instruction concurrently. However, improper supervision by some lawyers led to the development of the current requirement, in which preservice legal education is followed by articles and professional examination.

Other professions also developed programs to assist neophytes to adjust to professional employment. While some left employers to offer orientation programs for informing new staff members about the nature and demands of their own particular organizations, other professions created formal programs of "clerkship" or "internship." More recently, forms of internship have been employed in social services and secretarial science (Harrington et al., 1983:28), accounting, pharmacy, architecture and other professions. Since the title "intern" has also been associated with a variety of teacher education programs, it is important to clarify the nature and purpose of internship.

Purpose and Definition of Internship

Simmons and Haggerty (1980:47) distinguished internship from a related concept--"apprenticeship." The latter was said to relate only to nonprofessional occupations and to involve continuous training on the job under master tradesmen. Newell and Will (1951) identified other fundamental differences between apprenticeships and internships. First, apprenticeship implies the provision of service in return for education; whereas, in internship, service is a product of the learning experience. Second, an apprentice may be required to render services that are unrelated to his/her education, but the intern's tasks are role-specific. Third, apprenticeship often entails the entire educational program for the trade or profession, but internship constitutes a phase of professional development.

In other respects, however, considerable confusion still surrounds the term "internship." Simmons and Haggerty (1980:1,86) referred to internships as "a way of sampling life in the workplace. . . . for the graduating senior looking for a productive year between school and career or more school, and for the undergraduate looking for a challenging summer." Internships of this kind were advanced as "short-term sources of experience, training, and references" that may hold the key to "a hot career." From employers' viewpoints, "students and recent graduates can provide enthusiastic and capable help at bargain-basement prices," as well as offering opportunities for "talent hunting" while avoiding the commitment of permanent employment. Bloss (1984:3,5) also conceived of internships as "work experience opportunities . . . salaried or unsalaried, undertaken for academic credit or merely for employment experience." Bloss argued that internships represent "experiential education" for students or graduates, generally during summer vacations or on a part-time basis, so that each participant can "test a tentative career choice or give an edge on the competition after graduation." Mitchell (1978:13), Renetzky and Schlachter (1976) and the National Center for Public Service Internship Programs (1976) adopted similarly expansive views, and the internships in radio, television, film, advertising, journalism and other occupations to which Gross (1981:vii) referred were directed toward undergraduate students seeking academic credit or exposure to possible career paths.

However, these notions of internship do little to clarify the term as it is applied in the more conventional sense in the professions. Internships in the established professions are generally more highly structured, cater to individuals who have already decided on careers, and are frequently prerequisite to professional licensure; thereby, they transcend the casual conception of internship as "summer employment" or "summer development" programs. More helpful is Treece's (1974:26) definition of internship as "an educational experience that provides a transitional stepping-stone to the world of work." Carney and Titley (1981:1) added that this transitional experience is "from the world of academic preparation to that of full professional responsibility." These definitions highlight the general timing and intent of internship, but not its precise nature. By exploring the operation of internships in professions other than teaching, its elements may be better understood.

Internship Approaches in Other Professions

Architecture

There is interprovincial variation in postdegree requirements for professional practice in architecture and interior design in Canada. Within Alberta, however, registration with the Alberta Association of Architects (1981:3) is obligatory, and it demands both completion of a three-year internship and success at the Association's Professional Examination in Architecture. During the initial three-year period, intern architects and intern interior designers must obtain specified practical training under the supervision of qualified architects. They are required to maintain "log books" which record their professional training, and these are subject to periodic review by representatives of the professional association.

Law

Similar provisions apply to the professional training of lawyers, although the internship period is known as "articles," or "clerkship." In Alberta, as elsewhere in Canada and other countries, intending lawyers must be articled to "principals" who are selected from the profession at large. Only a lawyer who has been in practice for at least four years can receive a law intern, or student-at-law. Concurrently, graduates are admitted to the Law Society of Alberta's four-week Bar Admission Course, a program of practical professional assignments and examinations designed to supplement and reinforce the individual experiences of articling. The Law Society (1985a:4-9) referred to its articling plan, or "clinical education in law," as "an educational programme designed to provide training through a combination of instruction and properly supervised progressive responsibilities." Thereby, "good articles" also serve a long-term goal or providing "the foundation of the maintenance of the profession's high standards and reputation."

More specifically, this one-year induction to the profession exposes intending lawyers to real situations demanding practical solutions and prompts them to "identify with the responsibilities, traditions, and standards of the profession." Articling also offers unique exposure to the rigours of approaching specific problems. Moreover, articling was presented by the Law Society as a "fresh, stimulating change" from the formal instruction to which students have become accustomed at university.

Detailing important aspects of the articling approach, the Law Society (1985a:7-8,13,36-37) emphasized the importance of diverse practical experiences for students-at-law, including involvement with clients, as well as close supervision and evaluation by principals. The beginning lawyers are remunerated by employing law firms. Another noteworthy feature of articling is that "the work should be scheduled or graded so that the complexity of the work increases with the improvement in the student's practical knowledge and skills." Prior to the commencement of assignments, principals provide "introductory explanation"; on completion, they are expected to offer "constructive criticism and analysis" in respect of legal issues, thoroughness and general approaches to the tasks. Responsibilities of the principal encompass guidance, advice and instruction; and they are expected to model high professional standards in the performance of their work.

Nevertheless, important deficiencies in many articling experiences were acknowledged by the Law Society (1985a:6-7). Many students-at-law find their principals providing little direction in the conduct of legal duties. Some are assigned trivial and routine tasks which contribute little to the quality of their future professional practice. Furthermore, the Canadian Law Society's perceived sense of obligation to accommodate fledgling lawyers in offices has allowed some novices to serve in firms which are either highly specialized or provide supervisory personnel who are of only junior standing in the profession.

Medicine

Following premedical studies, most Canadian and United States medical students must complete a four-year undergraduate program to receive their M.D. degrees (University of Alberta, 1985a:XI-13; Wilson and Smythe, 1983:27). The initial two years in medical school focus on clinical instruction; then students embark on two years of "clinical clerkships," or "student internships," in various hospital settings. The purpose of clerkships is "to give students opportunity to practice and perfect their recently acquired skills" (Wilson and Smythe, 1983:27). As statistics compiled by the Association of Canadian Medical Colleges (1980:33-34) reveal, the emphasis of clinical clerkship involvement occurs in the final year of medical education.

Graduates are unable to practice medicine, however, until they have completed the "pre-licensure internship" of the relevant provincial or state professional association. In Alberta, the College of Physicians and Surgeons (1984:1) requires intending practitioners to complete a 48-week rotating internship[1] covering a range of basic medical activities, followed by a further year of internship in one of four optional fields. This arrangement provides neophytes with a variety of experiences to suit them for general practice as well as to allow those who wish to pursue postgraduate "residency" studies to obtain experience in specialist fields.

Interns are employed by the teaching hospitals. They obtain practical experience under expert supervision, and each is paid a small salary in return for effort in providing medical services. Although all Canadian medical graduates are allocated to internship appointments by a central Canadian Intern Matching Service, the duration of the internship itself varies from province to province. Following a recent manpower study in Western Canada, Peat, Marwick and Partners (1982: Category 5 1.0-1.4) noted that, in British Columbia, U.B.C.'s four-year medical program "must be followed by a minimum of one year in an internship or residency program to qualify for licensing to practice medicine." The profession in Saskatchewan also demands one year of internship. In Manitoba, the same period applies, although interns may serve under either mixed, rotating or straight internship arrangements. By contrast, Alberta's beginning doctors must complete two years of internship (although the University of Calgary, at least, has compensated by compressing its initial medical school program into three years).

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[1] In Edmonton, for example, these are directed by the city's four teaching hospitals.

Unlike most other professions, the postgraduate internship in medicine seems not to serve as a bridging program. From their second year in medical school, students have exposure to hospital settings and involvement with patients. Third-year students acquire College registration, permitting them to practice under their preceptors' supervision. And in the third and fourth years, they are extensively engaged in the practice of medicine. Internships, then, are not an introduction to, but an augmentation of, an already sophisticated program of medical experience. Moreover, while the profession accepts final responsibility for administration of internships, university medical faculties are actively involved in the conduct of all internship programs. Perey (cited in Carney and Titley, 1981:22) explained this involvement: "the universities . . . are responsible for their [interns'] admission into programs, as well as for their clinical assignments, their promotion, and their dismissal when necessary." In this regard, the profession and the universities enjoy a close working relationship which does not characterize the control of internships in other professions.

At the same time, the medical model demonstrates the duration and degree of participation demanded by professions in general, the importance of expert supervision in practical settings and the expectation that interns will emerge from their experience competent to assume full professional responsibility. Resnick (1984:2,4) also pointed out that internship in medicine offers diverse experiences, resulting in a broader range of skills being acquired. Resnick further emphasized the importance of internship for learning about an organization's political system and hierarchical structure; this fosters confidence, independence and ability in managing the professional task.

Public, Educational and Business Administration

Murphy (1973:3,20) noted that, in government circles in the United States, the term "internship" also connotes "the transition between learning and practice," and that "the primary intent is to bridge the gap between academic and professional worlds for the fledgling [public] administrator." The government management internships described by Murphy form part of undergraduate programs and are distinguishable from fellowships merely by their diminished prestige among academicians and their involvement of interns in administrative settings. Hennessy (1970:11-18) also commented upon a proliferation of American "political internships," which are components of undergraduate and graduate degree programs.

In the Legislative Internship Program initiated by the Government of Alberta in 1974, graduates from three Alberta universities compete for approximately eight "legislative internships." These ten-month appointments are voluntary and their purpose is to provide "first-hand experience" of the roles of Members of the Legislative Assembly. Those selected are perceived to be "future leaders" in public service or other professional fields.

The Alberta Department of Advanced Education and Manpower (1977:1) also employs graduate students in a "working-learning situation." Every year, up to four master's or doctoral students are appointed for twelve months under the Graduate Students Internship Program. They engage in supervised administrative activities, conduct research which is "of value to the intern as well as to the Department," and learn from contact with Department officials as well as university staff. However, while salary and direction are provided by the professional employer, interns are chosen only from those in the midst of full-time post-secondary education; the program is not intended for those whose studies are complete and who are ready to embark on careers in administration.

A similar program was developed in 1979 at Teachers College, Columbia University. Kane (1984) reported that doctoral students in education are placed in two-year rotating internships in educational and financial institutions. They participate in research and administrative tasks in a variety of organizations, gaining experiences to prepare them for senior appointments in education. DeAnda and Downey (1982:6) conducted a study of an educational administration internship program for fostering educational research and development capabilities among women and minority groups in the United States. These researchers concluded that the program gave interns professional visibility to potential employers, professional and personal support from assigned and acquired mentors as well as peer interns, and opportunities to learn from experts in the profession. The program also enhanced interns' confidence and professional skills.

Postsecondary programs in business studies frequently incorporate "sandwich course" placements in business settings (Daniel and Pugh, 1975). Although they represent undergraduate practicum experiences, they occur in professional situations and normally occupy one full year of supervised work. Often they attract salaries for students, and employing firms exercise considerable discretion in selecting activities and responsibilities for learners.

Engineering

Whether engineering students in Alberta choose the University of Alberta's Cooperative Engineering Program or elect to complete the conventional four-year degree, admission to practice as Professional Engineers is granted by the Association of Professional Engineers, Geologists and Geophysicists of Alberta immediately on completion of two years of "acceptable experience" (University of Alberta, 1985:VII5). The Association prefers graduates to work for professional engineers during that time, however, licensure is available to all who undertake two years of engineering-related practice.

While graduation from an accredited degree program remains the major requirement for registration of engineers, in 1981 the University of Alberta's Faculty of Engineering introduced a Cooperative Education Program for its undergraduate students. The Employers' Handbook of the Centre for Cooperative Education (1985) indicated that this five-year degree option includes five 16-week terms of "related, supervised work experience." As with internship, cooperative education "formally integrates the student's academic study with related work experience in cooperating employer organizations," whereby students in chemical, civil, electrical, mechanical, computing, metallurgy, mineral, mining and petroleum engineering become engaged in "progressively more challenging field experiences." The "co-op program" involves salaried appointments.

The Centre regards the benefits of its program as multiple. For employers, it permits screening of potential employees, enhances public image, reduces employee turnover by familiarizing students with industries, and creates an avenue for contributing to the professional growth of intending professional engineers. Students learn to interact professionally and socially with engineers, develop contacts with prospective employers, and find opportunity to clarify their career goals. Unlike internships, the five work terms are components of engineers' preservice education, are served in a variety of work settings, and are subject to performance evaluation by employers and university staff. In these important respects, cooperative education may be compared with education's shorter-term extended practicum. However, its intents and extensive involvement of learners highlight parallels between the Cooperative Education Program and conventional graduate internships in other professions.

Pharmacy

Lemberger (1983:77-78) reported that, historically, apprenticeship was the basis of preparation for the practice of pharmacy in the United States. As four-year baccalaureate programs were introduced, licensure often became dependent upon only one year of apprenticeship and success at professional examinations, although there was no uniform pattern. In the State of Wisconsin, however, the Wisconsin Pharmacy Internship Board was created in 1965 to define and upgrade the quality of internship in pharmacy; other states also adopted firm principles for mandatory professional training of intern pharmacists. In 1974, the United States National Association of Boards of Pharmacy established nation-wide accreditation standards relating both to (preservice) externship education and internship requirements for licensure of pharmacists. As in other professions, the United States pharmacy internships are employed to prepare graduates for "current practice and the specific needs of the various practice environments" (Lemberger, 1983:74).

In Alberta, internship[2] is the responsibility of the Alberta Pharmaceutical Association. In addition to six weeks of undergraduate clinical experience, students are required to work as interns for 500 hours and to write the Association's professional examination before obtaining certification to practice (University of Alberta, 1985:XIII3; Alberta Pharmaceutical Association, 1985:3). Internships must be served in hospitals, under the supervision of preceptors who are qualified pharmacists. Unlike professions such as law and architecture, however, the internships are served concurrently with students' four years of academic education. Students are expected to complete 200 hours during the summer vacation following second-year studies, and a further 200 hours after the third year. Remaining hours are completed after the degree requirements have been fulfilled. Although student interns are permitted to work no more than 40 hours per week, internship may occupy as little as 13 weeks in total.

The Alberta Pharmaceutical Association (1985:2) presented the following as its goals of the internship:

> The interneship program of this Association facilitates the growth and development of the internes so that required knowledge plus practical experience in a supervised milieu will permit the internes to confidently join in the profession of pharmacy.

The Association (1985:6,9,13) indicated its expectation that interns should learn to communicate effectively with patients, peers and other health professionals, become conversant with and practise the code of ethics of the profession, obtain progressive involvement in professional decision making, and learn new skills from preceptors.

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[2] In pharmacy (and sometimes medicine) the spelling employed is "interneship."

Emphasis was placed on instruction, demonstration, evaluation and feedback from preceptors, and on observation and practice by interns.

In spite of its limited duration, pharmacy internships share many features with programs in other professions. They are administered by the professional association, are prerequisite to certification, involve supervision by expert members of the profession, and aim to provide practical experience and instill confidence to ease the transition from student to professional.

A health manpower training study commissioned by the Western Canadian Provinces of British Columbia, Alberta, Saskatchewan and Manitoba (Peat, Marwick and Partners, 1982:Part II Report XVI Appendix III; Part 1 5.1) also noted a similar requirement for pharmacy "clerkships" in British Columbia. It also reported post-degree internship requirements for professional certification of dieticians in the provinces concerned.

Dentistry

Graduates from approved dental schools in Canada are entitled to immediate registration with the National Dental Examining Board of Canada and, upon successful examination, with the American Dental Association (University of Alberta, 1985:V-5). No period of internship is required. At the same time, the dental profession is currently exploring the possibility of internship in practice management for graduating dentists.

In the United States, the dental profession has made further progress with postgraduate educational experiences for newly qualified dentists. Brown (1983:58) indicated that, in 1981, 800 graduates secured "residency" positions under practising dentists. These appointments are designed to "provide a bridging year between school and practice, enable the graduate to gain speed and confidence, and provide a broader experience with patient problems." At this stage, the residency program in dentistry is experimental and therefore optional--in the same vein as Alberta's new Initiation to Teaching Project for beginning teachers.

Nursing

At present, certification in Canada's nursing profession requires completion of either a registered nursing program or a baccalaureate program with clinical experience. In Alberta, as elsewhere, the hospital-based nursing programs lead to membership in the Alberta Association of Registered Nurses. These programs occupy three academic years, and course work is interspersed with more than one-and-a-half times as much nursing practice (Carney and Titley, 1981:17). Clearly, such programs emphasize practical experience and instruction with theoretical instruction as an adjunct, rather than academic education with internship as a subsequent, bridging experience.

Most programs in the degree route to nursing registration include an extensive practicum component. At the University of Alberta (1985:XII-6), for example, nursing students are required to complete approximately 350 hours of clinical experience during the three summer vacations in their four-year program. While internship is not required for registration in Alberta, the trend to baccalaureate nursing education as preparation for nursing licensure has prompted reflection on the need for internship in this profession. Indeed, nursing internship programs have been implemented on an experimental basis in Ontario and in the United States, and the literature on nursing includes extensive reference to this concept.

"Technoterm" (Treece, 1974:1,7,14) represents one such hospital experience program for student nurses which adopts the term "internship." According to Treece, its designer, Technoterm was developed to give students a

> synthesizing clinical experience that would assist them in bridging the gap between the protective student situation and the reality of professional nursing. . . . It is not meant to be a time for orienting the student to a specific job she intends to take.

Integrating clinical experience with the total educational program allowed Technoterm to provide a period of work experience where the student could "assume the responsibilities of a new employee under the guidance of the appropriate educator in a minimally sheltered environment." The student who "learns how to adjust more readily to the role of employee" was said to be better equipped to make a "smooth transition to the job situation" following graduation. Nevertheless, its absorption into the normal teaching program of preservice preparation distinguishes Technoterm from the traditional kinds of internship offered in the professions mentioned earlier.

On the other hand, the American Society for Nursing Service Administrators (1980:2-4) adopted the view that graduates should be provided with an internship program administered by the nursing profession. It believed that interns should be paid at full first-year salaries, and that programs need to offer extensive experience in practical situations. A.S.N.S.A. conceived of nursing internship as a vehicle for imparting new skills and knowledge, beyond those developed during formal study; it would involve supervision and evaluation in the clinical setting, and duration might be from a few months to one year. A.S.N.S.A. also saw time as an essential element of internship and expressed criticism of six to eight week "internship" programs, which could offer no more than superficial introductions to specific workplaces.

According to A.S.N.S.A. (1980:12), medical institutions' liberal interpretations of the term "internship" are already beginning to generate problems in nursing. The Society predicted that

> internship is about to become the next popular trend in nursing. . . . Institutions are beginning to use the internship as a recruitment tool. . . . [even though for some] the program being presented as an internship is in fact an expanded orientation. Such misrepresentation will only produce new graduate disillusionment.

This advice is salutary for those engaged in designing teacher education programs.

Chartered Accounting

The "clerkship" required of graduates for registration by the Institute of Chartered Accountants involves a pattern of professional training similar to the internships in architecture and law. Neophyte accountants must complete a minimum of two years of supervised training in approved chartered accounting offices. Concurrently, they pursue the Institute's program of study, which culminates in examination. The formal instruction program occurs during only one year of the clerkship--frequently not the first.

Beginning accountants are expected to obtain a range of taxation, financial accounting, audit and other specified experience during the period of clerkship. Initially, they enjoy minimal responsibility, working only as members of accounting teams. As skills are learned and practised, however, they become increasingly involved in the performance of tasks, and gradually they acquire responsibility for completion of assignments. Employing offices pay these beginner accountants at a rate prescribed by the Institute. Historically, the beginner was "articled" to a single chartered accountant. More recently, however, the profession has opted for office responsibility for supervision, although the Institute reviews all offices for suitability before granting approval for clerkship supervision. Equivalent provisions for chartered accounting clerkships apply in other provinces and countries.

Summary: Characteristics of Internships in Other Professions

From a review of existing and early attempts to develop internships in teacher education, Carney and Titley (1981:16) arrived at six distinguishing characteristics of the concept of internship. They noted that interns learn in realistic settings, develop an awareness of and experience with professional client relationships, and undergo appraisal by members of the profession. Internship follows theoretical and formal professional education and is the final requirement for certification. Carney and Titley also contended that internship involves supervised but "full-fledged decision-making and its concomitant professional responsibility." Yet this summary overlooks the distinctive capacity and overriding purpose of internship--that the trauma of induction to a totally new context is eased by gradual, individually tailored, expertly guided assumption of responsibility. Moreover, beyond Carney and Titley's (1981:1) conception of internship as "a special structure" for ensuring that expert "help and advice" is available to beginners, internship creates an avenue for further development of the intern. It permits development of skills, testing of theoretical approaches, and reflection on newly observed strategies, all under supervision and without the pressure and inhibiting influence of full professional responsibility for errors.

The various professional models described above exhibit many common characteristics. From these the following composite profile of the professional internship can be advanced.

Major purpose. Internship serves a bridging purpose. It assists the beginning professional to make a gradual transition from academic preparation to full professional responsibility and competent performance. As such, it is neither an "inservice" nor a "preservice" experience; it is a guided introduction to subsequent professional service.

Subsidiary and long range objectives. Five major objectives are involved:

1. improvement in the quality of services delivered by the profession;
2. development of client and collegial skills, through professional observation, guidance and experience;
3. employment of, and receipt of semi-professional services from, graduates;
4. provision of opportunities for supervising practitioners to assess each interns' potential suitability for permanent employment; and
5. possible enhancement of supervisors' professional

skills through reflection, demonstration and discussion with neophytes.

Prerequisite for internship. Admission to internship usually follows graduation from an approved degree.

Features of the program. Internship schemes are characterized by the following attributes:

1. extended, on-site application and refinement of theoretical and practical skills;
2. practical instruction, modelling, and personal and professional guidance by an expert supervisor;
3. individual tailoring of the program, so that experiences and responsibilities are introduced in accordance with supervisors' appraisals of interns' progress;
4. duration of at least one year;
5. mandatory participation;
6. evaluation by the supervisor;
7. full certification for professional practice only following completion of internship;
8. variety of professional tasks;
9. employment by a professional firm, with partial payment for the partial contribution and responsibility borne by interns;
10. frequently it is associated with a limited period of formal instruction by the professional association--but not throughout the internship--culminating in examination.

Administrative structure. Normally, the internship program is organized and directed by the association which regulates the practice of professionals. This is not merely a union or advisory body, but an autonomous controlling authority with power to grant, suspend and withdraw the right to practice in the profession.

Internship and Related Concepts in Teacher Education

A Need for Teaching Internships

> Entry into the work of teaching has been described as "abrupt" or "unstaged" with first-year teachers assuming the full responsibilities of the classroom from their very first day. The various portraits of the first year are remarkably consistent, whether drawn from the retrospective accounts of experienced teachers . . ., from interviews and journals of beginning teachers . . ., or from descriptions of teacher induction programs . . ..

> For most teachers, learning by experience has been fundamentally a matter of learning alone, an exercise in unguided and unexamined trial and error. Organized inservice assistance is "measured in days and hours instead of weeks and months" . . .. This abrupt entry into teaching conveys the impression that teaching can be mastered in a relatively short period by persons acting independently with good sense and sufficient stamina. Researchers looking for organized programs and support and assistance during induction have been disappointed. . . . Such programs are small in number and have been unable consistently to demonstrate their superiority to the common pattern of "sink or swim." . . .
>
> Meaningful mentoring relations between experienced and beginning teachers have been the exception, not the rule . . .. Mentoring allows for mediated career entry in which novices move gradually from simple to more demanding tasks, and from modest to substantial responsibility, all under the supervision of acknowledged masters whose skill and longevity have earned them status within the occupation. Mentors are in a position to transmit valued knowledge and skill, to socialize newcomers to the institutional culture, and to influence future career opportunities.[3]

Internship may be of particular importance for the teaching profession. As Taylor and Dale (1973:281) explained:

> The experiences encountered during the first . . . year of teaching are probably more crucial to the new teacher's future career than is the case in many other professions. Two factors in particular, the suddenness of the break from the work done in initial training and the feeling of a need to master the whole job at once, throw a considerable strain on the new teacher. Moreover, teachers--more than many other professionals--work largely in isolation from one another and may be less conscious of either adding to, or drawing from, an existing and organized body of professional knowledge.

In addition, Taylor (1981:12) contended that many beginning teachers enter their profession inadequately prepared by preservice education. However, he admitted:

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[3] Quotation taken from: "Research on teacher education," by Judith E. Lanier and Judith W. Little, in Merlin C. Wittrock (Ed.), Handbook of Research on Teaching, Third Edition. New York: Macmillan, 1986, p. 561.

> More often it is because of the sheer complexity of the tasks that face the beginner and the sharpness of the disjunction between guided and directed study during full time training and the lack of direction and help available in the first teaching post.

While most fledgling professionals probably undergo similar disorientation and difficulty on entry to their chosen employment, there seems little doubt that beginner teachers are forced to accept the professional self-reliance and uncertainty to which these writers alluded. Moreover, as Carney and Titley (1981:21) commented, teaching is a distinctive professional occupation also because of the profession's inability to provide vacation employment to intending teachers. The importance of guided professional experience, therefore, is compounded.

Benefits of Internship in Teacher Education

According to the Alberta Teachers' Association (1973:2,3,5), internships in teacher education offer a variety of benefits for teachers, schools and students. Internships can overcome beginning teachers' feelings of isolation and reticence to seek professional assistance; assignment of interns to competent, experienced professionals creates an expectation that those teachers will provide a source of guidance, advice and support for the neophytes in their charge. Thereby, each newly graduated teacher is assisted to "make a smooth transition from his/her role of 'student' with limited and defined responsibilities to that of 'teacher' responsible for the learning activities within the classroom." Supervised professional experience for beginning teachers also should "improve the quality and skill of candidates preparing to enter the teaching profession." Consequently, the status teaching is enhanced by public recognition of improved teaching performance.

The A.T.A. further argued that extensive field experience programs such as internship can foster recruitment of teachers, improve selection of teachers (by highlighting incompetent candidates), provide a practical means for reviewing the theoretical bases for teacher preparation programs, improve retention within the profession, develop and reinforce desirable classroom management strategies, and provide experience and guidance in formulating and sequencing work units, lesson plans, teaching materials and evaluation instruments. Finally, the A.T.A. (1974:9) noted that internships provide valuable opportunities for new teachers to observe and develop professional relationships with colleagues and learn the ethical principles of professional practice.

Many other writers have also supported the concept of internship in teacher education. Among them, Stanton and Ali (1982:2) argued that teaching internships develop maturity and a sense of responsibility, and Miller and Elrod (1982:11) emphasized confidence and poise in classrooms as outcomes of internship. Mirabito et al. (1983:56) highlighted the materials and experience that are conferred on beginners by "seasoned resource teachers," whereas Andrew (1984:32) indicated that internships enhance neophytes' desire to teach and develop the skills and knowledge that are highly prized by employers. Smith (1969:73) reported interns' development of concern for children, and Nicol's (1968:86) research revealed significant progress in respect of "moral status, discipline and principles of child development" as well as an increasingly positive attitude to teaching. However, Rauth (1986:38) made a cautionary observation, suggesting that any internship program in education is hampered by the "lack of accepted norms and standards in the profession." Rauth (1986:38) concluded that internship programs can provide the solid foundations needed for professional development only when rigorous norms and standards expected of each certificated teacher are universally recognized.

Tanruther (1972:7) contended that internships provide a particular benefit for schools. An internship program creates time and procedures for ensuring cooperative preparation and evaluation of class work, and this fosters continuous professional growth among the staff. Similarly, Inglis (1981:25; 1982b:Appendix A) argued that staff in schools gain from the enthusiasm generated by motivated, conscientious interns. Students also benefit directly from new teaching strategies and personalities in their classrooms; and Inglis (1982a:5,12) elsewhere added that interns offer students "special positive support" during their time at school, through additional assistance with assignments and demonstration of learning skills, and by highlighting students' problems to already busy teachers.

In noting the benefits of internships for schools and students, it is important to keep in mind the needs of neophytes (Huffman and Leak, 1986; Odell, 1986). In particular, Odell (1986:29) observed that beginning teachers do not need as much "emotional support" as "support of teaching." According to Odell, neophytes have two primary needs: "to obtain fundamental information . . . and to obtain resources and materials." Her finding that new teachers need more assistance with instructional problems than with classroom management is noteworthy.

History of Internship Programs in Teaching

In the context of beginning teachers, "internship" has acquired vastly divergent interpretations within the literature. McDonald (1983:3), for example, expected that an intern should "plan lessons, prepare materials and teach two or more lessons" as part of university or college training. McBeath (1973:16) remarked that the intern should "spend one semester or thirteen weeks working in a school" learning and practising "the various complex skills that are part of the teaching process." Miller and Elrod (1982:5) saw internship as two mornings per week for eight weeks for the student teacher. Tanruther (1972:58) distinguished among internships which form part of the university degree program, those which involve full-time clinical practice as a means for evaluating performance for teaching certification, and others which are professionally sponsored and acquaint new teachers to teaching and school systems.

"Internship," in all its forms, is not a new concept in teacher education. Carney and Titley (1981:3) asserted that the first recorded program of internship in teaching commenced in 1909 in the United States. Indeed, in their outstanding review of the development of teaching internships in the United States, Shaplin and Powell (1964:175,176) observed that, as early as 1895, Brown University provided extensive practice teaching in secondary schools as part of its training program. Similarly, in 1919, the University of Cincinnati offered a fifth-year program for teachers in training, many of whom were employed on a half-time basis in Cincinnati public schools. In each case, the university took responsibility for supervision and demanded concurrent university coursework; teaching degrees were awarded only on completion of the secondary school experience. At the same time, these programs offered students intensive and protracted periods of school contact, with teaching responsibilities, assistance from school personnel and, often, remuneration. At the elementary level, in 1904, the Fitchburg Normal School interposed two years of clinical experience in the middle of its two-year training program. Fitchburg's students were given normal teaching loads in public elementary schools, for which they received payment from the employing schools. The training institution retained responsibility for supervision and instruction.

Interest in the concept of internship was exhibited in all professions by the 1920s, however it was not until the Great Depression that a sudden surplus of teachers created the setting for extending the initial preparation of intended educators. As Shaplin and Powell (1964:77) explained, the 1930s model of internship was a professional one:

> The internship of the thirties sought, with few exceptions, to make better beginning teachers of already certified college graduates. They would bridge the gap between the college world of theory and the school world of practice and epitomized the Progressive temper of "learning by doing." . . . "Internship" usually referred to a fifth-year program following graduation from a teachers college or university. The intern should possess an extensive background in professional education and student teaching and qualify for state certification. The program should be a full year long on a full-time basis in the school. The induction into teaching should be gradual; the intern's role should be that of assistant teacher, with stages of progression through observation, participation, and finally complete control. The intern received a small salary in most cases. . . .

Many universities offered internships as components of graduate level programs, with university supervision and concurrent coursework and other features. In 1935, Northwestern University modified this approach by arranging a full-year, graduate-level program under school supervision, with university contact on Saturdays and during the summer vacations preceding and following the internship. However, it was the school-initiated "apprentice-intern" and "wholly in-service" programs which more closely conformed with the professional internship model (Shaplin and Powell, 1964:178). Some private schools offered liberal arts graduates their own programs of "gradual introduction to teaching and seminars" as substitutes for institutional programs of teacher education. Others appended internship to universities' formal training requirements. Only Wayne University became involved in a non-degree coursework element to accompany an internship scheme administered by schools.

The close of the 1930s brought a new meaning to the term internship. Shaplin and Powell (1964:178) highlighted the confusion generated by "the practice of relabeling undergraduate practice teaching as internship," as universities began to protract their practicum experiences. These authors associated the change in approach with the World War II shortage of teachers. Scholarly interest in the notion of professional internship re-emerged in the mid-1940s; in practice, however, it was the preservice internships which prevailed during the 1940s and 1950s in the United States.

In 1964, Shaplin and Powell (1964:179) were able to distinguish between two types of internships commonly employed in the United States. First, there had emerged graduate level programs, such as the Master of Arts in Teaching, which provided a school experience year for students who opted to pursue a fifth year of teacher preparation. Second, some states already demanded five years of initial preparation and instead relied upon internship as a probationary year prior to certification. Shaplin and Powell emphasized that both of these arrangements "differ radically from the internships of the thirties."

In Alberta, internships in teaching date from a World War II emergency teacher training program. Beginning teachers' six-week preparation programs prompted individual school divisions to develop what the A.T.A. (1974:4) has since described as "probably the first internship programs for teachers in Canada." Local school systems again administered and funded similar programs in 1961, although these experiences were provided as field placements for teaching students and were offered in conjunction with existing teacher preparation programs. Although many such programs were initiated in Canada and elsewhere during the 1960s, and in spite of the Cameron Report's (Government of Alberta, 1959:186-187) call for a one-year, university controlled (sandwich course) internship after the second year of teacher preparation, the notion of internship in education was not pursued in this Province for many years.

During the 1970s and early 1980s, there was renewed interest in internship within Alberta. For example, in 1981, the Committee to Evaluate the Extended Practicum at Alberta Universities (1981:44) proposed that "increased attention should be paid to the problems faced by first year teachers," and it called for their continued professional training, noting that "this may involve an internship or appropriate teaching assignments." Finally, in September 1985, the experimental Initiation to Teaching Project became a reality.

Over recent decades, "internship" has become a fashionable label to attach to a wide variety of preservice and beginning teacher programs in Canada, the United States, Europe, Australia and elsewhere. Extended practica have been promoted as internships, as have postgraduate, precertification programs administered by post-secondary institutions and professional bodies. The ensuing discussion provides brief descriptions of these divergent "internship" plans and compares their identifying features with the criteria extracted from the foregoing analysis of professional internships.

Probationary Certification and the Induction Year

Most countries have implemented schemes of probationary certification for teachers. Beginning teachers, having already graduated from approved preparation programs, are usually expected to undergo interim evaluation and supervision for a one- or two-year period prior to receiving full professional certification. In Alberta, for example, school principals and specified staff members perform the supervisory function on behalf of Alberta Education, the professional authority responsible for certification of teachers. The period of probation in this Province is two years; it is obligatory for permanent certification.

The probationary period for teachers with interim teaching certification has been in effect for a long time. Normally it is part of the certification process of teachers in most states, provinces or countries. In a typical example, the first two years of a teacher's work in the profession are considered probationary, in that successful completion of the two years leads to permanent certification. However, this period is not seen as an integral part of a teacher's preparation program, and, consequently, is usually not under university direction or supervision. In Alberta it is under the control of Alberta Education. However, the actual tasks of supervision and evaluation are delegated to school personnel who report to Alberta Education on the assessments of each beginning teacher's work during the first years, together with recommendations about permanent certification.

The operation of the probationary period in Alberta can be described in the following manner. After a student has completed the required teacher education program at university, Alberta Education grants to the teacher a three-year Interim Teaching Certificate. This implies that the university has made a competency decision on a student. After the beginning teacher has taught two years, the superintendent of schools for the system in which the teacher is employed must make a recommendation for or against permanent certification. Negative decisions can be appealed. The decision of the superintendent is based primarily on the judgements by school officials of the classroom performance of the teacher.

There is a second aspect to the probationary period. The school board hires a teacher on a one-year temporary contract. Normally, after the first year, the school board is expected either to make the contract permanent or not to rehire the teacher.

The primary purpose of probation for teachers is an evaluative one; it allows time for the profession to assess the suitability of new teachers for permanent professional practice. However, Britain's "induction year" arrangement combines probation with an attempt to orient beginner teachers to professional practice. In this way, it captures some of the spirit of internship.

Britain's induction year approach was developed in the 1970s in response to extensive criticism of its existing "probationary year" program for first-year teachers. Evans (1977:6), for example, criticized the probationary year as a "disastrous" application of the "deep end theory," whereby probationary teachers were immediately thrown into normal teaching conditions and responsibilities. Taylor and Dale (1973:283) concurred, stating that "only lip service has been paid to this 'training' concept of the probationary year," and Hanson and Herrington (1976:7) concluded that "Links with colleagues are normally severed, and after a year of muddling through on a full timetable with a low status class, the teacher receives a note to inform him that he is now fully qualified." A Leeds University (1974:23) study of first-year teachers also revealed feelings of a lack of continuity of initial training and professional involvement as well as "insufficient supervision and guidance" during the probationary year.

In 1974, the Central Office of Information, London (1974:21) joined the calls of the James Committee and of a White Paper on teacher education for a "systematic programme of professional initiation, guided experience and further study," or "induction program," for probationers. The induction year was introduced nationally in 1977 (Evans, 1977:14). It imposes upon (regional) Local Education Authorities a responsibility for providing one day of inservice training each week for beginning teachers, and for assigning them reduced teaching loads. As Evans (1977:14) explained, the revised "induction year" policy was founded upon a "shallow end" concern for supporting and guiding new teachers, to enable them to apply their theoretical knowledge and develop practical skills in classroom settings. Eggleston (1974:32) had foreseen that it also would "involve far more fully than heretofore the participation of practising teachers in the induction of new colleagues."

Nevertheless, the induction year has not provided suitable bridging experiences for all beginning teachers. As Evans (1977:53) had warned at the time of its inception, the success of individual induction arrangements depends substantially upon regional monitoring and direction so that extensive and individualized guidance is provided according to the differing needs of new teachers and their educational environments. However, Huling-Austin (1986:5) criticized induction programs for inadvertently making neophytes "feel" better without "having an equal emphasis on the development and improvement of performance." Carter (1982:68-73) observed that many of Britain's induction year arrangements have resulted in little supervision and guidance for neophytes. In some schools, staff members are co-opted to accept responsibility for as many as a dozen first-year teachers, and they are too busy to provide significant professional and emotional support. In other situations, the novices receive conflicting advice from their supervisors and department heads, and the classroom observation and feedback cycle frequently remains "the most difficult and least fulfilled aspect of the [supervising teacher's] role." In their dual roles of advisors and assessors, supervisors often find communication with beginners inhibited, particularly in the early part of the school year. In Carter's opinion, Britain's induction year fails to provide a supportive transitional experience.

For this reason, Carter (1982:74-75) supported the "three i" concept, not widely available in Britain, of "an external induction scheme, which should act as a bridge between initial training and further professional development, in a continuous process." Some Local Education Authorities have experimented with these programs of simultaneous "initial training-induction-in-service training" for probationers, requiring schools to release first-year teachers for courses and support group involvement as well as for observation, familiarization and preparation time at school. Again, the quality and benefit of these diverse, regionally-administered programs have been mixed.

While the overriding purpose of Britain's induction program--to provide "professional initiation, guided experience and further study" for the beginning teacher by "someone who can offer informed professional judgement" (Evans, 1977:85,87)--is akin to that of internship, its structure is not. Despite its year-long duration, local program design and administration limit the development of a consistent framework for internship. As Evans (1977:86) admitted at the time of its introduction: "The nature of the Induction Year needs clarifying." More importantly, under the induction program the neophyte is treated immediately as a teacher--if an inexperienced one. And while Eggleston (1974:32) regarded a "somewhat diminished teaching timetable" as parallel to "internship," internships in other professions place far greater emphasis upon bridging experience. While interns in other professions gradually assume responsibility and are no longer regarded as students, their status is not as full-fledged practitioners. Accordingly, guidance, direction and support are emphasized as priorities of internship; therefore, the likelihood of interns being left to struggle in a probationary type of arrangement is greatly diminished.

Taylor (1981:12-13) highlighted a further difference between internship and the current British model of probationary first-year employment. He noted an emerging interest in postgraduate, precertification "compulsory internship, during which the student would receive a stipend larger than that of a student in training but smaller than that of a fully qualified teacher." Such salary differences are indicative of the relative contributions and responsibilities expected of interns and first-year teachers.

An early Commonwealth conference on teacher education (Commonwealth Secretariat, 1972:36) emphasized a more crucial distinction between a student teacher's or intern's placement and the induction year teacher's first year at school: "Unlike the teaching practice period he [the first year teacher] cannot hand back his responsibility when the going is bad." On the other hand, under professional, postgraduation internship, while participation occurs in lieu of the first (induction) year, the intern is free from full and ultimate classroom responsibility. Supervision, guidance and support are central purposes, rather than being peripheral to the major induction year expectations of professional responsibility and successful performance. And whereas first-year teachers in Britain are confronted by immediate and total responsibility, for interns the assumption of classroom control and responsibility is individually graduated.

Five-Year Preparation Programs

Interest in transitional programs for teachers has been most pronounced in the United States. In that country, however, attention has focussed upon extension of the traditional four-year structure of teacher education. Carney and Titley (1981:5) noted the emergence in the 1950s of the United States Master of Arts in Teaching programs. An attempt to dispel criticism of educational standards, the fifth-year MAT provided one year of school experience, usually preceded and succeeded by summer graduate studies. This model was not rigid, however, and Shaplin and Powell (1964:179) recorded two early plans--in California and New York--which also incorporated university seminar work throughout the year of teaching practice. Indeed, in California, teaching certification became dependent upon completing the initial "internship" year, which was treated as "a regular teaching job." By 1960, 23 universities and colleges in the United States were offering internship programs of this kind (Shaplin and Powell, 1964:180), and in 1967 Schloerke and Czarkowski (cited in Carney and Titley, 1981:5) reported that 51 teacher education institutions had incorporated in their programs components described as "internships." In almost every instance, the school experience was not only directed by teacher education institutions but constituted university credit, and students received salaries from school systems. Carney and Titley (1981:5-6) noted considerable expansion in the number of these five-year programs in the 1970s, as the supply of teachers again exceeded demand. Ducharme (1985:9) recently observed, however, that, "in 1985, thirty years after initial program efforts, there are virtually no functioning MAT programs in this country."

Nevertheless, as an extensive United States literature on the subject attests, many other variants of the fifth-year internship have been developed as replacements for the early models. Indeed, as Kunkel and Dearmin (1981:19), Murray (1982:2), Vollmer (1984:81), Reilly and Haworth (1983:328) and others have asserted, recently there has been "an escalating effort nationwide to extend preservice preparation through the development of a fifth year internship" (Kunkel and Dearmin) or "extended program" (Murray). Murray attributed much of the renewed interest to increasing expectations of teachers, an oversupply of applicants for available teaching appointments, declining education faculty enrolments and an attempt to elevate the status of teaching as a profession. Nevertheless, as Applegate and Lasley (1984:70) and others have emphasized, there is "an overriding belief that practical school experience contributes to the development of better teachers," and this appears to be the primary goal of most programs. Murray (1982:2) noted that programs range from fifth-year academic programs with extended field experience to full-time teaching arrangements with certification contingent upon successful completion. More recently, Sikula and Roth (1984:29) numbered these exploratory "induction," or "internship," programs at 16.

One approach is illustrated by the University of Wisconsin's Graduate Resident Program. Stoltenberg (1981:16) explained that this program includes a master's degree and a fifth-year "residency," or clinical component, designed to "build a stronger introduction-induction bridge from preservice preparation of a new teacher to a higher level of inservice competence for the professional teachers." The university supervises an eight-month residence and provides seminar instruction in the summer vacations before and after the internship.

Allegheny College, Pennsylvania, offers a "supported induction year" as a conclusion to its "sequential" five-year teacher education program (Dunbar, 1981:13-14). The induction year is spent in schools which involve "a particularly rigorous teacher preparation experience in an urban environment." Students take up full-time teaching appointments, and academic staff provide workshops as an adjunct to the school experience.

The University of Massachusetts at Amherst commenced a 14-month pilot program in 1983, offering outstanding science graduates rotating, paid internships in schools and business organizations (Clark et al., 1984). This master's level program qualifies small numbers of high-quality graduates for teaching and binds them to three years of public school teaching. It is a recruitment program.

The University of Pittsburgh's internship in elementary education (Vollmer, 1984:80) retains the MAT approach. Participants in this one-year, graduate program are assigned full teaching responsibilities in schools, and they engage in evening instruction by university staff. Successful completion of the internship component leads to both certification and admission to a higher degree in education.

A small program directed by the University of Southern California with the cooperation of the Los Angeles Unified School District is also directed toward "a smooth entry of new teachers into professional service" (Jones and Barnes, 1984:5). Emerging from the proposals of a "California Consortium" of postsecondary educators, school districts, professional associations and state authorities, the University of Southern California introduced a graduated, five-year "internship/residency" program for student teachers. As Jones and Barnes (1984:6,9) reported, a two-and-one-half-year internship option for elementary and special education undergraduate students commences with a half-year, half-time teaching assignment. In the second half-year and throughout the fourth and fifth years of preservice preparation, students assume full-time teaching loads under university and school supervision. As a concurrent requirement, students take further coursework at the university.

The foregoing programs are all indicative of an approach which enjoys wide support within the United States today. As university-directed arrangements, these programs are opposed to the conventional internship structure, which relies upon administration by the profession. In another respect, these plans approximate the British probationary model; most demand immediate assumption of full teaching responsibility and, frequently, formal evaluation for teaching certification.

Nevertheless, other programs in both the United States and Canada have drawn upon greater professional participation. For example, Kunkel and Dearmin (1979:19-21) reported a two-year pilot program for forty interns in Nevada, which depended upon not only university commitment but cooperation from state authorities (to supply interim teaching certification), local employing boards (to employ the final year students) and professional associations. Upon completion of the optional fifth year, interns were expected to take up employment as second-year teachers. Nevada's approach combined elements of extended practicum and induction programs. On one hand, it was a component of preservice education; on the other, students acquired full responsibility for regular classroom teaching on commencement of the optional fifth year. In neither respect can it be viewed as professional internship as elaborated in this chapter.

In Toledo, Ohio, Waters and Wyatt (1985:365-366) reported on a different approach. They noted that neophytes (and experienced, "troubled" teachers) are "trained and evaluated" by "excellent, experienced teachers." The Toledo

Intern Intervention Program was commenced in 1981 as a profession administered alternative to fifth- year university internship. By 1985, the program had expanded to provide professional development for, and evaluation of, 70 beginning teachers; seven consulting teachers perform that task. Those interns who fail to satisfy their supervisors' expectations after one year are denied further employment. All consulting teachers are released from classroom duties to perform this task. Although this model is controlled by the profession and has individualized, on-site assistance of fledgling teachers as a major purpose, it is the new teachers who are responsible for full teaching assignments; a small number of consulting teachers fulfil no more than a part-time, advisory and evaluative function for a much larger number of selected beginner and low- achievement teachers. At the same time, Toledo's internship program seems to reflect a growing interest in professional direction of internships.

In 1975, The University of Manitoba introduced a Graduate Internship Program which allowed Canadian graduates to share half time teaching appointments and pursue concurrent graduate studies in education. A variant on the five-year programs, "internship" in this context was described by Slentz (1978:92) as "a one school year, university-related experience, whereby a certified but inexperienced teacher works under the direct supervision of an experienced teacher." Unlike first-year teaching, the Manitoba plan provides for "extra time and for advice and professional help from experienced educators." All interns must attend their schools throughout each work day, assuming 60 percent of the normal teaching load; in return, they receive half of a full salary. Non-teaching time is spent observing and participating in group seminars with their school supervisors who have a total of 20 percent release time for the purpose. Supervisors divide their teaching time between the classes of the two interns for whom they are responsible. The university also participates; it provides supervision during the school year and conducts graduate courses for interns. The program is limited to 20 internships.

As with the more conventional five-year programs, interns under the GIP are faced with an immediate 60 percent teaching responsibility, which is retained throughout the year. The progressive development which underpins the professional approach to internship, therefore, is not available. Furthermore, formal seminars at school and responsibilities and participation at university impose an additional burden on the novice teachers. Supervisors also have limited time in which to observe and consult with each of their two charges, and they are partially responsible for the management of two classes--an onerous task. On the other hand, GIP does free interns from at least part of the normal teaching load and creates opportunities for them to learn from experienced practitioners.

Most of the foregoing programs are concerned for the transition from theory to practice. Yet Shaplin and Powell's (1964:182) early criticism of five-year programs still applies today:

> Under pressure also in today's internship programs is the concept of gradual induction into teaching which was so central to the internship of the thirties. . . . In many programs the internship remains an "immersion" into full-time teaching with a minimum of preparation, and the experience of the intern becomes a fight for survival.

Clearly, these authors have identified a crucial shortcoming of many institution-directed five-year programs--as well as the probationary approach to induction and teacher certification. Some offer little practicum experience prior to extended placement in schools. Most, in spite of their arrangements for supporting and consulting with neophytes, subject their probationary or fifth-year teachers to full and immediate classroom responsibility. Thereby, these programs forego the progressive assumption of involvement and responsibility which is fundamental to the professional internship design.

Current Induction Programs in the United States

Throughout the United States, induction programs are being instituted that attempt to induct beginning teachers into the profession with greater support and guidance.

A dominant characteristic of a number of these programs is the appointment of an experienced teacher to assist the new teacher and help her or him understand the culture of the school. Often the support teacher is designated as a "mentor teacher." Schein (1978) concluded that the term "mentor" has been used loosely to mean "teacher," "coach," "trainer," "role model," "developer of talent," "opener of doors," "protector," "sponsor," and "successful leader," but that it ought to apply only to those who play several of these roles.

For those administrators and educators developing induction programs, guidelines offered by Phillips-Jones (1983), Alleman et al. (1984), or Kram (1985) might be incorporated into their designs. These guidelines relate to the mentor-protege phenomenon in the induction programs and beyond. A current discussion of teacher induction programs can be found in the January-February, 1986 issue of the Journal of Teacher Education which is devoted entirely to this theme.

According to Hoffman et al. (1985:4), induction is currently defined in the American educational setting as "the process of transition from student of teaching to teaching." Further, he stated that the definition that guided his research is that the "induction program is a systematically planned and implemented process conducted during the first year of teaching and directed toward stated outcomes." In the United States there appears to be a move on the part of state policy-making bodies to mandate programs aimed at beginning teachers; these are usually known as induction programs.

These induction programs for first year teachers generally have two goals: assistance and assessment of the beginning teacher. For example, in State #1, a House Bill "requires teachers who graduate after January 31, 1982 to participate in an induction program during their initial year of teaching in order to qualify for a state teaching certificate" (Hoffman et al., 1985:60). A local committee of three, including an experienced teacher, an administrator, and another educator, is assigned to provide assistance to the new teacher and to determine whether the teacher will be recommended for certification. The district is responsible for establishing an assistance/assessment committee to work with each new teacher. The induction program, according to Hoffman, resulted from "a cry from the public for more qualified [educators]." However, no additional funds were appropriated, and, consequently, by far the greater share of the costs of implementation was borne by the districts.

Most state-mandated programs require that, in order to receive certification, beginning teachers must demonstrate competence in a standardized set of teaching behaviors. Assistance is often viewed as remediation. Thus the primary function of the state programs is screening, or gatekeeping. Consequently, most lack several of the features of a professional internship approach.

Many have argued that the first year of teaching is both traumatic and critical in determining whether a person will stay in teaching and what type of teacher that person will become. Given the uniqueness and significance of that first year of teaching, one might expect assistance programs for beginning teachers to be common in schools. Given also the fact that educators continue to promote the professionalism of educators, and that most professions have a regular carefully-planned induction year, often known as internship, one might expect great pressures for a professional induction year among teachers. In contrast, education stands out as one of the few professions in which a novice is expected to assume full responsibility and a full work load from the outset. Teachers are left on their own to learn the system, work out their problems and formulate their work roles.

It is fairly safe to say that state legislated induction programs are motivated by a desire to screen out incompetent beginning teachers and provide assistance to those teachers who may benefit from it. However, they do not qualify to be called professional internships because they do not mandate the essential criteria such as reduced load at the beginning, gradual assumption of tasks and responsibilities, reduced pay, absence of professional control, and governance by an independent board. These induction programs are aimed much more at selection of good teachers than at developing skills and easing the transition into full-time teaching.

Current Developments in First-Year Teaching

According to Goertz (1986), at least 15 states of the U.S.A. have introduced special first-year teacher programs to provide organizational and personal support during the induction period of beginning teachers. Again, as with previous attempts at providing teaching internships, a variety of terminology and programs is appearing on the scene. However, common characteristics are evident in a number of these programs. Three examples of current beginning teacher programs are provided to illustrate the new developments in teacher induction.

Florida's Beginning Teacher Program (1985) is among the most advanced at this time. The major characteristics are as follows:

1. The program provides support services for beginning teachers, to assist them in their professional development and to verify satisfactory performance of the Florida Generic Teaching Competencies;
2. The BTP is a formal program of at least one full year;
3. All first-year teachers must complete the BTP successfully before being granted professional teaching licences;
4. The beginning teachers receive full pay;
5. A support team is provided;
6. The first summative observation is completed during the first 45 school days; and successful demonstration of 35 generic teaching competencies is required at stated intervals during the year.

In addition, the following minimum State requirements apply to the full-year Beginning Teacher Program in Florida:

1. An approved program of professional development with (a) one full year of satisfactory service (180 days plus pre and postschool); and (b) verification of the Florida Generic Teaching Competencies by the principal;
2. Support staff including (a) a peer teacher; (b) building level administrator; and (c) another

professional educator;

3. A Professional Development Plan;

4. Supervised support services;

5. Three formative observations and conferences by support staff;

6. Two summative evaluations and conferences by the principal or designee, with (a) the first observation to be done within 45 days of the start date; (b) a State approved evaluation instrument is required; and (c) the evaluator must have training in the use of the instrument; and

7. A portfolio.

Pennsylvania (1986) has adopted a first-year teacher program somewhat similar to that of Florida. Its induction program is a "field based, cooperative, professional experience for beginning teachers." In this program, each school must submit for Departmental approval a plan for the induction experience for first-year teachers.

The purpose of the program is "to bridge the gap between student teacher and teacher." The program appears to have more flexibility than that developed in Florida, but it has most of the same features. It is based on a number of pilot programs completed in previous years.

Kentucky (1986) has introduced a statewide "Beginning Teacher Internship Program" which consists of a full year of teaching in a classroom for which the teacher has full responsibility. The internship program provides for supervision, assistance and assessment of all beginning teachers through a beginning teacher committee. An internship is begun after completion of a teacher preparation program including student teaching, and after successfully completing the National Teacher Examinations (3 core battery; 1 special area). This results in an award of a provisional certificate conferring status as a certificated teacher. Successful completion of the internship year results in a five-year teaching certificate.

These three examples illustrate the trend in U.S.A. programs toward facilitation of the transition from student to professional teacher. Significant aspects of the induction programs appear to be as follows:

1. The State Department sets program policies and regulations;

2. School boards are responsible for program operation;

3. Each beginning teacher is hired at full pay;

4. Provision of assistance through a mentoring team is the major characteristic of each program;

5. Formal assessments must be made;

6. Each beginning teacher must pass a State-determined examination;

7. Successful completion of the "beginning year" leads to certification.

Bavaria, West Germany: The Practical Preparation of Teachers[4]

Following successful completion of the first state examination in Bavaria, each "intern"--a provisional teacher--is made aware of all the tasks of a teacher through practical experiences at the gymnasium (high school).

The preparation time is two years in length and it consists of three separate periods. In the first period the intern takes a position in a school which has a training contract with a "Faculty of Education." Here the intern, under the supervision of an experienced consultant teacher, receives training in methods related to the chosen subject area, is informed of the application of psychology and pedagogy, and learns about the organizational problems of the school.

Next the intern takes part in instruction as an observer, begins to participate in the first lessons, and then finally takes over a class completely. During the second period, which lasts for a full year, the intern instructs independently in a different school. A supervising or cooperating teacher is available for consultation during this time. The intern is provided with regular opportunities to discuss teaching experiences with the originally assigned supervising teacher(s). During this time the intern also prepares a paper dealing with academic or pedagogical problems.

After a year the intern returns to the first school, where the preparation is completed. Following this period the intern writes a pedagogical examination. In the final assessment, a general evaluation of three teaching lessons, the written assignment and an oral examination are combined. A combined final mark is calculated from the achievements in the academic and pedagogical examination.

During this "internship" the candidate receives a salary that is less than a teacher's salary; it is somewhat higher for married than for single students.

Extended Practica

Terminology surrounding preservice school experience. Contributors to the literature on teacher education and designers of preservice teacher preparation programs have blurred the distinction between terms such as "internship" and "practicum." In Alberta, for example, the University of

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[4] Taken from Wege zum Lehrerberuf in Bayern. Herausgegewben vom Bayerischen Staatsministerium fuer Unterricht und Kultus, May 1972, pp. 48-59.

Calgary's 13-week program culminates in "a relatively independent activity. . . . [of] total immersion and teaching responsibility" (Cuff, 1977:110) for 20 full days. It "approximates as far as possible a typical teaching day" (Hickling-Johnston, 1981:13) and is referred to as "extended practicum." The University of Lethbridge's 17-week equivalent has been described as both "extended practicum" and "extended, continuous field experiences" (Sloan, 1977), whereas the program at the University of Alberta is known as "practicum," or "field experiences" (University of Alberta, 1984:VI-12,13). In previous years, however, the "professional year" at the University of Alberta was described by Hodysh and Miller (1974:27-29) as "internship." Joyce's (1981:28) discussion of preservice activities of these kinds employed the label "clinical training," and Tanruther (1972) advocated equivalent "clinical experiences for the student teacher or intern." Turney, Thew and Jecks (1977:32) added "in-school experience," "teaching rounds," and "micro-teaching" to describe similar experiences, and they defined "internship" for students teachers broadly as

> an extended period of placement in the school with complete responsibility for the teaching of pupils but with limited or lesser work load than that for a full qualified teacher. The internship requires also continuing regular contact and liaison with the training institution for the satisfactory completion of final attainments for a teaching qualification.

In the United States, the Western Interstate Commission for Higher Education (1982:6,7) adopted an even more expansive view of "internship," viewing it as a component of a wide variety of postsecondary undergraduate and graduate academic programs. Elsewhere, similar preservice teaching experiences have been entitled "field-based clinical programs" and "residency" (Stoltenberg, 1981:16; Jones and Barnes, 1984:5) and "extended field experience" (Applegate and Lasley, 1984), whereas Salzillo and Van Fleet (1977:28) used the terms "student teaching" and "internship" interchangeably.

"Internship" has long been a label for student practicum experiences in United States teacher education programs, in particular. In 1969, the System Development Corporation's (1969) report on ten innovative initial training plans described student teaching "internships" at the Universities of Georgia, Massachusetts, Pittsburgh, Toledo and Wisconsin, and Michigan State University, Teachers College, Columbia University, as well as in the Wisconsin Elementary Teacher Education Program. Some programs included salary payments; otherwise, all were conventional practicum programs. The definition of an "intern" for the purposes of these programs was: "a student working as teacher but not yet having completed the model's training program." More recently, a Nevada study (Kunkel and Dearmin, 1981:23) also recorded "internship" elements of first degree teacher education programs at the Universities of Wisconsin, New Mexico, Stanford and Southern California.

A seminal publication by the Association for Student Teaching (1968, cited in Wilson and D'Oyley, 1973:12) defined internship in teacher education as

> an integral part of the professional preparation of the teacher candidate, having been preceded by successful observation-participation and student teaching or equivalent clinical experiences in a school environment, and is planned and coordinated by the teacher education institution in cooperation with one or more school systems. The intern is contracted by and paid by a local school board, assigned a carefully planned teaching load for a school year, and enrolled in college courses that parallel his professional experience. The intern is supervised both by a highly competent teacher who is recognised for his supervisory capacity and is assigned released time to devote to the supervision of interns and by a college supervisor who makes a series of observations and works closely with the school supervisor and the intern.

This definition has become something of a standard within the teacher education literature, and it describes the major components of many past and present "internship" programs across the world. Yet it fails to satisfy the general intent and other criteria of the professional internship concept elaborated upon earlier; examination of the development and operation of some of these preparatory programs indicates the reasons.

Historical background of extended practica in Alberta. The report of a recent Ministerial review of school experience programs in Alberta universities (Committee to Evaluate the Extended Practicum Programs at Alberta Universities, 1981:1-5) highlighted that, as early as 1905, the Calgary Normal School was concerned about providing intending elementary teachers with "sufficient practice teaching opportunities." By 1914, its four-month teaching certificate course offered each student approximately eight practice lessons. By the mid-1920s, Edmonton's newly-established normal school had expanded both the period of teacher training and the observation and practice teaching component, the latter comprising 35 half-days in urban and rural school settings. The 1930s saw the University of Alberta's School of Education offering secondary education students "two full days each week for a six-week session in junior high schools, and an 18-week session in public high schools in Edmonton;" however practice teaching opportunities were severely restricted during World War II.

After the war, the University of Alberta became responsible for all teacher education in the Province; this university's program incorporated a six- week practice teaching element. Post-war teacher shortages brought other avenues of teacher certification with limited school practice, however, minimum requirements gradually firmed until, by the 1960s, education students were required to complete two-year programs with six-week practicum components. In 1977, the Alberta legislature introduced a policy directed toward the development of twelve full weeks of practical school experiences as part of three year minimum preparation programs. In 1981, minimum periods for preparation programs were extended to four years, and the extended practicum requirement became mandatory.

Many of the current programs in Alberta and other Canadian educational institutions reflect this trend to extended practicum periods--a trend that supports an early stand by the Canadian Teachers' Federation (1973:1,4). In 1973, this body recommended that programs of teacher preparation should include at least one semester of practicum experience, a "major part" of which should be "continuous and uninterrupted experience . . . in a school"; and it observed the rarity of programs which at that time met its criteria. Subsequently, the "internship" label has been applied to a range of preservice practicum offerings in Canadian education institutions, usually relating to the final stage of a "familiarization, limited teaching, and extended practicum/internship" sequence.

Canadian extended practicum programs. Across Canada, universities and colleges have developed teaching practicum programs--often promoting them as internships--which fulfil at least some of the definitions of internship presented earlier in this section.

Referring to the teacher preparation arrangement at the University of Saskatchewan, Richards and Thiessen (1978:63,65) described internship as a program of school-based teacher education which "may be up to sixteen weeks in length." They elaborated upon the three components of this University's preservice-internship-postinternship program. Firstly, students undertake a half course to develop specific classroom skills within a clinical supervision context. Student micro-teaching and videotaping and subsequent analysis of classroom behaviours underlie this stage of preservice preparation. "Internship," or "extended practicum," constitutes the second phase; successful completion is a legal requirement for teaching certification in Saskatchewan. Over sixteen weeks, students are treated as "members of school staffs. They are expected to enter fully into the life of the school and to experience a gradual increase in teaching load until they are carrying the approximate equivalent of a regular teacher's load."

Faculty at the teacher education institution have minimal involvement in the students' extended practicum experience, although seminars provide some measure of student-university interaction. Richert and McBeath (1979:77) added that, in programs of this kind, the students are assigned to a variety of cooperating teachers and teaching situations within the schools, rather than being confined to individual settings and supervisory contacts. And workshops allow cooperating teachers to foster relationships and encourage interns to develop autonomy in their school placements.

In spite of its brevity and institutional control, the University of Saskatchewan's internship program attends to major features of internship as it is applied in other professions. In particular, its progressive approach to classroom involvement and responsibility demonstrates a concern for providing transitional experiences for neophytes. Inclusion of this internship-like practicum in preservice education permits the University to follow up in-school experience with an optional third stage: an on-campus course to integrate theory and practice. The University of Saskatchewan's extended practicum offers student teachers the dual benefits of practical guidance in schools as well as supervision by university faculty members.

Teacher preparation at the University of Regina also includes a compulsory, one term practicum component; likewise, this is designated as an "internship" (Cuff, 1977:19). As with its neighbouring university, the University of Regina program has helped to familiarize student teachers with the demands and nature of full-time teaching while they are still working in the preservice mode.

Cuff's (1977) exhaustive review of teacher education in Canada also highlighted programs which are worthy of mention. The University of British Columbia offers Bachelor of Education programs with limited periods of student practicum experience. However, a variety of program options offer student teachers as much as one year of continuous school experience; some of these alternatives emphasize "gradual immersion into teaching" as principal objectives.

As optional features of its secondary education program, the University of Victoria also provides eight-month "intern placements" (Cuff, 1977:8) in local schools. Mickelson (1980:88-89) outlined two alternative arrangements. One is a continuous eight month practicum in schools. The other involves students for half of each day for an entire school year, with instructors visiting the schools to consult and provide academic instruction for the remaining half days. These programs focus not only on extensive school experiences but on high quality supervision and modelling; hence, there is close scrutiny of school placements and cooperating teachers.

Cuff indicated that a full term of school experience forms the major "practice teaching" component at the University of Western Ontario. At the Ontario Teacher Education College, students act first as "teacher-aides," then as "teacher-assistants" in schools for short periods. The intention of these experiences is to "allow student teachers the opportunity to absorb the classroom atmosphere while experiencing an apprenticeship geared to the acquisition of basic rudiments in the teaching skills." One education program option at the Memorial University of Newfoundland is a "semester-long internship." Participating student teachers spend four days each week in assigned schools, and one day per week involved in seminars and field trips.

University of Manitoba education students may opt for school experience programs of up to 22 weeks. Cooperating teachers and education faculty maintain "continuous cooperation"; to improve supervision, schools allow cooperating teachers partial release from their normal teaching duties. One 100-hour special education option is directed toward the development of classroom competence, and this has been labelled "internship."

Simon Fraser University's "Professional Development Program" comprises two uninterrupted field placements in schools, the latter a sixteen week "internship." At Simon Fraser University, the emphasis remains on practicum as a learning experience rather than mere practice (Committee to Evaluate the Extended Practicum Program, 1981:15).

Campbell (1980:71-72), who saw "internship" as a "democratic, less structured, self-directed" form of the extended practicum, described and supported Queen's University's QUIP approach to internship in teacher preparation. Under QUIP, students who are thought to be independent, flexible and desirous of high-level achievement spend nine weeks in alternative practicum experiences "which have a high potential for the ambiguity and conflict that is part of the teacher's real world." They engage in "observation, decision making and problem solving" for four days each week, and participate in university activities on the remaining day. Classroom activities vary, teaching responsibility is extensive, and cooperating teachers serve not as role models of traditional techniques but as "colleagues, facilitators, and guides." QUIP is a short term specialized program of preservice experience; it is suited to the needs of only exceptionally capable students. Carney and Titley (1981:13) concluded that, in spite of its novel approach, the Queen's University program "does not seem to differ substantially from regular practica--apart from its democratic ambience."

An internship program initiated in 1967 at McGill University adopted a different approach to school experience. Although Project MEET was again a university preservice course component, it involved a team-teaching technique which sought to elevate students to a status approaching that of certificated teachers. The internship program was said (Cuff, 1977:87-88) to have the following objectives:

1. orient student teachers to their assigned school classrooms;
2. provide opportunity to observe children individually and in small groups;
3. permit student teachers to study specific school community settings;
4. acquaint and involve student teachers in daily school routines;
5. involve student teachers in designing and choosing appropriate classroom practices;
6. facilitate the development of relationships with supervising teachers;
7. allow student teachers to engage in interaction with individual pupils and groups within and outside classrooms;
8. provide opportunities for student teachers to develop and apply classroom management skills in realistic settings; and, more comprehensively,
9. enable student teachers to become progressively more involved in actual teaching situations.

Carney and Titley (1981:16), who defined teaching internship in a broad sense, admitted McGill University's preservice program as approximating internship, partly on account of its graduation requirement for admission to the program.

As with the McGill program, Mount Allison University's Internship in Teaching Programme stresses "gradualism" (Cuff, 1977:94). As Cuff recorded: "The student teacher progresses through a carefully sequenced range of learning experiences, designed to encourage professional growth and improve competence in the various teaching skills. . . ." Mount Allison's program also seeks to blend educational theory with teaching practice through carefully structured and focussed in-school experiences.

The University of New Brunswick offers a 15-week "extended practicum" for "teacher interns" as part of its teacher preparation program. At the midpoint of this field experience, student teachers are expected to assume "increased responsibility . . . for planning and implementing complete days under the guidance of the cooperating teacher" (Cuff, 1977:99).

Most other Canadian institutions cited by Cuff confine practica to periods of shorter duration. They emphasize theoretical education at the expense of ambitious preservice field experiences for students. Descriptions of school practice programs in these institutions also tend to avoid the "internship" label, although St. Thomas University's provision of a very brief (five-week) period of school experience known as "internship" (Cuff, 1977:104) is indicative of the confusion surrounding this term. Within the context of the earlier discussion of transition programs utilized in other professions, the use of "internship" as a label for such a program is misplaced.

Differences between Practicum and Internship

The "general trend in Canadian universities . . . to lengthen the total amount of time spent in field placements" (Committee to Evaluate the Extended Practicum Program, 1981:16) highlights an urgent need to clarify such terminology as "practicum" and "internship." Taylor (1981:3) inferred a distinction in his discussion of "schools in which the students undertake their practicums . . . and in which beginning teachers serve out their internship and induction periods." This view accords with the post-degree criterion of internship elaborated earlier. Following an earlier study of student teaching programs in Canada, Cuff (1972:153-154) admitted finding considerable difficulty in isolating common "internship" characteristics in a variety of existing programs so labelled by education institutions in Canada. He posited one useful classification of programs: (1) a year of practice following training (on the analogy of medical training); (2) a shorter period of orientation to the school system following training; and (3) a prolonged period of classroom experience replacing practice teaching.

In spite of their diversity, the preservice programs described above conform to the third category. Thereby, they may be distinguished from those falling into the second category, which Cuff appropriately coined "orientation," whose purpose is to acquaint the novice to a particular school setting. Further removed are programs classifiable in the first group, which employ the professional internship model outlined earlier in this chapter.

The Alberta Teachers' Association (1974:1-2) also highlighted several important factors which distinguish practicum and associated concepts from the professional internship style in education. While both concepts were seen as contributing to socialization into the profession, the following contrasting features were noted:

1. Practicum is a component of the teaching preparation program: internship follows graduation;

2. A condition of graduation is successful completion of practicum requirements: the A.T.A. observed that internship programs were "not mandatory at the present time";

3. Unqualified student teachers received no salary for practicum involvement: interns are paid for their services;

4. Students on practicum experience are supervised closely by teaching and university personnel: interns progress from initial supervisory relationships to collegial relationships with their assigned teachers;

5. Practicum activities in schools encompass the range of teaching tasks and responsibilities of teachers: internship experience focuses on specific shortcomings and needs of individual interns;

6. Student teachers are exposed to a variety of schools: internship is generally confined to participation in individual school settings; and

7. Lacking professional competence, education students are not expected to assume extensive responsibilities during field experiences: as qualified teachers, interns should take "major responsibility" in their assigned classrooms.

These differences led the A.T.A. (1974:3) to distinct definitions of "teacher candidate" and "intern." The former, who undergoes field experience, or practicum, is "a student in a faculty of education." The latter is a "certified, beginning teacher." Although this early A.T.A. statement on internship differs from the conventional pattern of internship in other professions, in its voluntary and non-certificatory nature, it records a number of similar aspects which help to clarify the concept of internship in teacher education.

Titley (1984:86-87) further contrasted the extended practicum and internship by focussing upon the close control and assignment of specific tasks that occur during student teaching and the autonomy that characterizes internship. Nevertheless, while the intern's freedom to act is extensive, internship in the professional sense is more complex than is apparent in Titley's assertion that the intern is "responsible both in the legal and educational sense for his classroom." For, regardless of the remuneration offered interns, their responsibility is not so complete as implied in that statement. By the end of their internships, interns could be expected to accept full responsibility for their actions; in the meantime, the transition must be gradual, with full recognition that each intern is a certificated teacher, in a legal sense empowered to assume responsibility in the classroom.

Again, Titley (1984:87) contended that, contrary to student teaching situations:

> Flexibility is essential to enable the intern to experiment with his or her own teaching style. The

employment of a variety of teaching strategies and styles should be encouraged and permitted to ensure professional growth. The supervisor's role, then, becomes that of a colleague rather than a judge. The relationship is more akin to one between equals.

We question Titley's distinction. The practicum experience for student teachers, like internship, should offer considerable freedom for experimentation with classroom strategies to promote the development of each learner's personal teaching style. Moreover, the professional model of internship retains an evaluative intent, and the intern's supervisor must fulfil both a guiding and supporting role as well as a responsibility for professional certification. The relationship between supervisor and intern may not be described accurately with the words "colleague" or "equals."

Finally, it must be acknowledged that internship as employed in other professions is directed neither by an institution of postsecondary education nor by an employer, but by the association or other authority responsible for licensing practitioners and for setting and maintaining standards of professional conduct. Certainly, the employing hospitals or offices are directly involved in the internship programs, and continuity of theoretical and practical training and field experiences is sought. Yet, as a sequel to graduation, the professional internship experience is clearly one over which the profession exerts considerable authority.

Summary: The Distinctive Nature of Internship in Teacher Education

The British induction year, the Canadian and United States extended practica, the United States induction programs, and the United States five-year programs all share only partially the general objective of the professional approach to internship; they deal more with bridging the chasm between theory and practice than with bridging the gap between student and professional. Carney and Titley's (1981:11) generalization of the British year of transition as "in-service" and the American and Canadian models as "pre-service" is worth noting. The British induction year, as the one in Australia, is prerequisite not to teaching certification but to permanent appointment. It demands immediate acceptance of full professional responsibility. The somewhat "lightened teaching loads" (Carney and Titley, 1981:11) and occasional observation of classroom teaching and consultation between beginners and expert supervisors are insufficient grounds to view the induction year as an internship experience.

Extended programs of initial teacher preparation, as used in Canada and the United States, are university-directed schemes which offer practical experience for short periods of time. Generally, students are not paid, for they have no status as professionals in their assigned schools. Successful completion of field experience has no direct bearing on certification for practice but merely constitutes a credit component of the undergraduate program. Some of the five-year programs are also pregraduation experiences, although in most the internship year follows graduation. As with professional internships, certification may be dependent on satisfactory performance; however, five-year plans arranged by the universities often involve considerable commitment to academic studies throughout the year and they generally demand immediate acceptance of teaching responsibility on commencement of school placement. In many instances, minimal supervision is provided; instead, the emphasis is on practice.

In some Canadian "internships," for example, those in Saskatchewan, the programs provide for school-based experiences as university students. The programs are supervised by university personnel and lead to permanent certification; however, the students work directly with supervising teachers. Their resemblance to practicum, the absence of professional control, the problem of remuneration and the direct involvement of university suggest that these schemes are more preservice than internship programs.

In Alberta, the probationary period for teachers is prerequisite to both permanent appointment and permanent certification. The beginning teacher is, however, required to accept a full load and full professional responsibility with little or no supervisory assistance. Pay is that of a regular teacher. Thus it, too, fails to meet the criteria of professional internship, especially that involving gradual transition from student to teacher.

The practical preparation of secondary teachers in Bavaria, West Germany contains most of the criteria of a professional internship. It is a two-year period following graduation, involving gradual assumption of teaching duties under professional school-based supervisors, culminating in a final examination, and providing for a salary somewhat less than that of a beginning teacher.

The professional internship model in a teacher education context seeks to assist graduates to gradually enter the profession with greater confidence and understanding of the nature, strategies and responsibilities of teaching. However, while extension of students' in-school experience may be desirable, the professional view of internship encompasses a broader purpose and a distinctive form. It is directed by the profession, and is open only to those who have already established a credible background by fulfilling initial theoretical and professional training requirements. Interns are neither immediately invested with full responsibility for normal teaching duties nor offered direction and support merely as peripheral elements of the program. Expert support and guidance are available constantly, for they are fundamental to internship; thereby the transition from student to professional is smoothed by a gradual assumption of tasks and responsibilities in accordance with individual supervising teachers' informed appraisals of interns' progress. During this period of induction the interns not only become more skilled in professional activities, but they also become more aware of the cultural and organizational realities surrounding their profession.

The Alberta Initiation to Teaching Project

Historical Background

The idea of internship for Alberta has been mooted for many years (Bosetti, 1985). Rancier (1977:2-4), for example, expressed the Conference of Alberta School Superintendents' position when he argued for a mandatory, post-graduation internship for one year prior to full teaching certification and permanent employment. Although he saw internship as involving "a return period to the university" and some cooperation between school boards, universities and the A.T.A., Rancier regarded the administration of internships as a responsibility of school jurisdictions; they would be responsible for "structuring meaningful experience in . . . schools." Interns would be financed by Alberta Education. It should be noted, however, that this year of on-site experience was viewed as a substitute for existing extended practicum experience in Alberta's existing teacher preparation programs, although prevailing financial constraints at the time had some bearing on this stance. Moreover, evaluation of interns for subsequent professional certification was proposed as a joint responsibility of cooperating teachers (A.T.A.), superintendents (school systems) and faculty consultants (universities).

The A.T.A. (1981:1,2) subsequently advanced a different plan for internship. It also viewed internship as "a period of supervised teaching practice" and emphasized a need for individualized experiences which are "adequate and appropriate for the intern with respect to regular daily load and duration." The A.T.A. saw this plan as government-funded, and post-graduation and as a basis for deciding full teaching certification. However, the professional association wished to retain existing practicum components of teacher preparation programs, and it offered the idea of internship as "an extension of the practice period." In most instances, interns were seen as being assigned to individual teachers and classes, to serve the goal of "preparing the new professionals to assume complete responsibility for full-time teaching assignments."

In 1981, the Minister of Education revealed his internship proposal to the Board of Teacher Education and Certification (Keller, 1981:30). At that stage, it was advanced as a possible replacement of the extended practicum and the fourth year of preservice programs. The Minister also foreshadowed competence examinations--more in accordance with the professional model of internship. The Minister received submissions from the A.T.A., A.S.T.A., Deans of the university faculties of education, the Association of Independent Schools and Colleges of Alberta as well as the Conference of Alberta School Superintendents (A.T.A., 1985), and a report on internship was prepared by the Board of Teacher Education and Certification (Small, 1985:3).

In particular, an Alberta government report entitled "The Education of Teachers in Alberta: A Model for the Future" displayed interest in five-year programs of preservice education including a three-year general education qualification followed by "two years of professional preparation, including thirteen weeks of practicum." The report further alluded to possible financial incentives for university faculties of education to "experiment with program modifications such as internship." Whether such internship schemes would become mandatory for teaching certification is not clear. In either event, by advancing professional preparation of teachers as a responsibility of the universities, the general model advanced in this report was a considerable departure from the conventional, profession-directed, paid internship program which subsequently emerged as the Initiation to Teaching Project.

The Minister finally announced the Initiation to Teaching Project (ITP) to the public on 22 April 1985.

Framework of the Program

The ITP emerged out of a "financial opportunity" (Bosetti, 1985) in which Alberta Manpower agreed to subsidize half of the $28 million program cost. A maximum of 1800 ten-month, nonrenewable internships have been made available over the 1985-1986 and 1986-1987 school years. All interns are engaged by school boards. However, the $15,600 cost of each salary is financed jointly by Alberta Manpower (50 percent), Alberta Education (35 percent) and employing school boards (15 percent).

Under this experimental program, the involvement of all parties is voluntary. Interns cannot be employed as substitutes for qualified teachers or teaching aides.

Eligibility for internship is restricted to Alberta residents who have completed teacher education programs within the preceding two years. Applicants must not have been recently employed either as teachers or in similar or higher-status positions, and they must be eligible for interim teaching certification. Neither the teacher education institutions nor the professional association have been extensively involved either in planning or administering the program. Instead, it is directed and evaluated by Alberta Education, private education consultants and the profession at large.

Nature of the Internships

Employing school boards were made responsible for designing individual internship activities, recruiting, placing, inducting and supervising interns, as well as evaluating the neophytes (Alberta Education, 1985c:3). The daily task of supervising interns was assigned to school principals and their "teams of associates" (Alberta Education, 1985a:4). In practice, this responsibility is borne by individual supervising teachers.

Programs had to be designed to allow interns to assume teaching responsibility progressively over the course of the year. They incorporate a wide range of teaching activities suited to individual interns, including design of procedures and materials for classroom instruction and co-curricular activities, assessments of student needs and achievement, and management of classrooms. Alberta Education also expected interns to be exposed to other professional experiences in which members of the profession regularly engage: inservice programs, parent-teacher interaction and collegial associations with other members of staff. It was also expected that supervising teachers would discuss with interns their expectations of the interns' roles, and that they be responsible for conducting formative evaluations of the interns' work.

In evaluating interns, Alberta Education (1985d:5) required supervising teachers to employ criteria and procedures similar to those now used to evaluate teachers within school jurisdictions; they must include assessments of interns' performance with regard to "planning, problem solving, decision-making, professional relationships, [and] other teaching tasks and responsibilities." At the conclusion of contract periods, interns must receive written assessments of their performance.

Objectives of the Alberta Initiation to Teaching Project

Alberta Education (1985a:1) and the Deputy Minister of Education (Bosetti, 1985) identified the following goals of ITP:

1. Provision of professional training for beginning teachers. By supplementing the theoretical education and limited practical experience offered by university faculties of education, ITP is intended to ease the transition from the role of student to that of teacher. Alberta Education presented this as the major purpose of ITP.
2. Provision of employment. ITP created immediate employment opportunities for certificated teachers who otherwise would not have obtained jobs. A generally unsatisfactory employment situation, particularly in the teaching profession, together with an availability of funds, led to immediate inception of ITP (Bosetti, 1985).
3. Pursuit of improvements in teacher education. Bosetti described ITP as "the largest experiment in education in North America today." A two-year experimental project, ITP provides opportunity for the Provincial authority to evaluate the professional internship model in a teaching context.
4. Appraisal of interns' suitability for appointment in the profession.
5. Professional development of supervising teachers.

By implication, such a program is also intended to contribute to long-term educational advancement, by providing extended practice for beginning teachers under the guidance of experienced, expert practitioners. This could be expected to improve the quality of fledgling teachers as well of future educational attainment. An internship program might also be expected to generate immediate educational improvement; for, by supplying additional teaching input to educational settings, school students may benefit over the two years of the project.

ITP: A Professional Approach to Internship

Clearly, Alberta's ITP has much in common with the internship, or articling, model employed in professions such as law, accounting, architecture and, to a lesser extent, medicine and pharmacy. It also accords with the arrangement of internship in teaching employed in the United States in the 1930s, except that it is a sequel to a more substantial preservice program and is organized within the profession at the Provincial level (Alberta Education) rather than by individual schools or school systems. Also, as an experimental project, ITP is at this time a voluntary internship activity; it has no bearing upon teaching certification. This contrasts with internship programs in other professions.

Teaching differs from other professions in that its professional associations, such as the A.T.A., are not the bodies which licence members to practice as professionals. As licencing in Alberta is a responsibility of Alberta Education, it may also be consistent with the professional model for the decision concerning an internship program to rest with that authority. ITP fulfils this and the remaining criteria of internship developed earlier in this chapter.

Conclusion

The term "internship" has been used as a name for many different practices, especially in education. For this reason, it is important to differentiate among "apprenticeship," "induction" and "practicum" as forms of learning in conjunction with practice, and "internship" as a program to assist the beginning professional to make a gradual transition from academic preparation to full-time, independent professional practice.

In general, interns are graduates with approved degrees who participate in a variety of professional tasks under the direction of supervising professionals. Internships are administered by the association responsible for the practice of professionals. The overriding aim of teaching internships is to provide opportunities for professional growth where theoretical approaches and newly observed and developed strategies can be tested under supervision and without full professional responsibility. As such, internship is neither an "inservice" nor a "preservice" activity but a guided introduction to professional employment and responsibility.

The significance of the problems encountered by first-year teachers is recognized almost universally. Adoption of the professional internship concept in education as a means of solving these difficulties is, however, not generally supported. A number of American states have implemented a special beginning teacher programs to reduce the trauma of first year teaching, develop basic teaching competencies, and reduce the possibility of inadequately prepared teachers entering the profession.

The Initiation to Teaching Project (ITP) in Alberta is a teaching internship program introduced by Alberta Education in September 1985. Nine hundred internships have been made available to school boards for each of the next two years. The internships are administered by Alberta Education and the profession at large, and the supervision and evaluation of interns is delegated to school authorities. The ITP in Alberta is intended to make the first year of teaching less traumatic while instilling the requisite skills of teaching in the beginning teacher. In order to achieve these goals, the ITP is characterized by reduced work loads for the intern, voluntary participation, and reduced pay as an indication of the gradual assumption of tasks and responsibilities by the neophyte. As a two-year program with voluntary participation, it cannot be regarded as a fully developed internship program for teachers. The experience gained through this experiment, however, should provide valuable information for decisions about the usefulness and feasibility of the internship concept in educational settings.

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CHAPTER 3

INTERNSHIPS IN OTHER PROFESSIONS

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INTERNSHIP PRACTICE IN OTHER PROFESSIONS

A model based on a number of major components of the professional internship was developed after a review of relevant literature and a series of interviews with knowledgeable individuals in other professions. The purpose of this chapter is to present this model and discuss its various components. Following an extensive review of scholarly writing and research on internship in various professions including teaching, interviews were conducted during March, April and May 1986 with selected representatives of six professions. The purpose of the interviews was to obtain an overview of current practices used to induct new members into these professions. The professions chosen were agrology, chartered accountancy, engineering, law, medicine and pharmacy.

The following individuals were interviewed:

Dr. R. T. Berg, Dean, Faculty of Agriculture
Dr. J. Waterhouse, Chairman, Department of Accounting
Mr. D. Green, Director of Student Education,
Institute of Chartered Accountants
Dr. F. Otto, Dean, Faculty of Engineering
Dr. F. D. Jones, Dean, Faculty of Law
Dr. G. Goldsand, Associate Dean, Faculty of Medicine
Dr. J. A. Bachynski, Dean, Faculty of Pharmacy.

The data collected at the interviews and from the literature were organized around fourteen major themes. These themes, referred to as components in Table 3.1, are discussed briefly in this chapter. An important consideration is that the generalizations associated with each theme are tentative, because variations exist among the six professions. At the same time, the common elements appear to be substantial enough to permit the development of a general model of professional internship.

Themes of Internship in Six Professions

Titles Used

Each of the six professions investigated has adopted a label for the neophyte professional who has completed all requirements of undergraduate university course work. The label used distinguishes the new "graduate" not only from university students in the field but also from fully fledged professionals. The term "internship," as a generic label for this stage of preparation is adopted here to include the specific titles of "agrologist in training," "articling

Table 3.1

Professional Internship Models

Component	Agrology	Accountancy	Engineering	Law	Medicine	Pharmacy
Title	Agrologist-in-training	Student-in-accounts	Member-in-training	Student-at-Law (Articling)	Intern	Intern
Purposes	Protect public, transition, certification	Develop skills, transition	Gain experience, professionalization	Develop skills, transition, professionalization	Develop skills, transition	Develop skills, professionalization
Activities	Relevant to the field	Practice in accounting--variety required	Practice as required by employers	Variety, as required by employers	Minimum of five major areas	Regular activities of pharmacists
Length	Three years in agriculture	Two to three years	Two years	One year	Two years (Alberta)	500 hours
Supervision	Employer	Chartered Accountant	Employing firm	Lawyer	M.D./Preceptor	Pharmacist Preceptor
Admission Requirement for the Internship	B.Sc. in Agriculture or recognized Bachelor's degree plus examinations	University degree plus six courses offered by the Institute of C.A.s	B.Eng.	LL.B.	M.D.	Completed degree not required, but 100 hours must be taken after graduation
Remuneration	Salary by employer	Salary by employer less than beginning salary	Salary by employer	Salary by employer less than beginning salary	Salary less than income of first year doctor	Salary by employer
Certification of Completion Required	Yes	Yes	Yes	Yes	Yes	Yes
Certification of Competence Required	Credentials Committee judges program, performance, experience	Not explicitly	Evidence required to adjudicate experience	Not explicitly	Yes	Yes
Association Exam Required	No. Assessment of documentation only	Yes	No. Assessment of documentation only	Yes. Bar exam	Yes. College of Physicians and Surgeons exam	Yes

Table 3.1 (Continued)

Component	Agrology	Accountancy	Engineering	Law	Medicine	Pharmacy
Membership of Exam. Board	AIA full Council meeting	Professional Examination Board	Board of Examiners --professionals	Professional panel	Joint University and professionals	Council of Alberta Pharmaceutical Association
Role of University Faculty	Minimal	Minimal	Minimal	Minimal	Moderate	Moderate
Approximate Number of Professionals in Alberta	900	5,000	18,000	4,000	3,800	2,000
Approximate Number of Interns in Alberta	60 per year	1,000	600 per year	200	170 per year	250

student-at-law" and "intern." The use of specific labels suggests that each profession has intended to make the "internship" program distinct from the university preparation program and also from full professional practice.

Purposes of Internship

The stated purposes of the internship are similar for the six professions studied. Dominant purposes include:

1. Provision of experience that facilitates a structured, supervised transition from student to professional;
2. Aid in developing skills through practical experience;
3. Development of professionalism in the prospective professional; and
4. Protection of the public by ensuring that the new professional is properly qualified to practice.

Activities Required

All six professions require interns to pursue practical experiences relevant to their chosen fields. These activities for interns range from high structure and prescription, as in medicine, to full assignment of control to employers, as in engineering. However, even in the case of engineering, the experiences of the "intern" are adjudicated by a Board of Examiners. Consequently, it is safe to say that a variety of practical experiences is required for the completion of internship in each profession. The internship experiences are generally designed to cover the range of major activities in each profession, rather than concentrating on specific areas. It thus tends toward generalist rather than specialist preparation.

Length of the Internship

The length of internship varies from 500 hours in pharmacy to three years in agriculture. All of these professions except pharmacy require at least one year of internship following completion of the university degree.

Supervision

Generally, each intern is supervised by a professional--usually one approved by the appropriate professional board. During the first year of internship in medicine, the intern is required to complete five rotations, each of which is supervised by a preceptor. In law, the student usually works for a firm under the supervision of a lawyer. In the other cases, the intern tends to work for an employing firm which is responsible for supervising the intern. Even in these cases, the supervisor must be approved by the professional association.

Admission Requirements for Internship

In five of the six professions, the novice is required to complete the professional degree before being permitted to engage in internship activities. The exception is pharmacy, where the student may complete 400 of the 500 hours before graduation. Even there, at least 100 hours must be taken after receiving the degree in pharmacy. Thus pharmacy, unlike medicine and the other professions, does not clearly distinguish between the practicum component which forms part of degree requirements, and which therefore must be undertaken prior to completion of the professional degree, and the field-based component of the professional preparation program, which is the internship.

In agrology, chartered accountancy and, to some extent, in engineering, an intending professional may qualify for admission to internship either by completing any recognized university degree and then successfully sitting for examinations set by the profession or by completing courses offered by the profession through its institute.

Remuneration

Interns in all six professions receive remuneration for their work, the pay being considerably less than that typically earned by beginning professionals. In general, the salary for interns is between one-half and two-thirds of the income received by first-year professionals in the same field.

In all cases the salary is paid by the employer; consequently in some professions salary differences exist between interns. In medicine and law, the salary schedule for interns is standardized by negotiation between the professional associations and representatives of the interns. Salary negotiations for interns in these two fields are undertaken separately from the salary negotiations for "full-fledged" professional members. For agrologists, accountants and engineers, salary is determined through negotiations between employers and individual interns that they employ. It is in these last-mentioned fields that salaries differ from intern to intern.

Certification of Completion of Internship

In every profession, the board which is responsible for administering the internships requires certification from employing authorities that interns have completed the required activities. This certification is prerequisite to full professional recognition.

Certification of Competence

Even though explicit certification of competent performance during internship is not required in some professions, certification of competence occurs at least indirectly through certification of completion of internship.

In accounting, engineering and law, the emphasis appears to be on certification of completion rather than on explicit certification of competence, whereas in medicine and pharmacy it seems to be on the latter. The procedures used to judge competence vary somewhat among the professions; in general, however, the boards adjudicate the acceptability of the intern's level of competence either for permission to be granted to present for examinations set by the profession, as in law, or for direct admission to the profession, as in medicine.

Association Examination

Two of the six professions do not require successful completion of professional examinations additional to those set by universities. In agrology, as in engineering, a professional certification board assesses the intern's program and the documents supplied to determine readiness for admission to the profession.

In each of the other four professions interns are required to succeed at a professional examination set by the appropriate provincial or national authority. In the case of medicine, examinations are taken at the completion of the university program, that is, prior to the internship. In the remaining three professions, examinations are taken after the internship.

Membership in the Board of Examiners

Most of the professions have a board of examiners selected or appointed by the profession. Generally, this board is empowered to act quite independently of the professional association. The board has authority over such matters as the nature of the internship, the qualifications of supervisors and the setting of the examination, and it is responsible for evaluating each intern's performance.

As already stated, board members are members of the profession and, typically, university personnel sitting on the board do so as professionals and not necessarily as university representatives. In medicine, the link between the university and the profession is stronger than it is for the other five professions in that the Faculty of Medicine receives preceptors' evaluations of interns and interns' evaluations of preceptors. Since medical interns continue to be registered as university students, the Faculty of Medicine takes a more active role in the internship program than do the corresponding faculties associated with the other five professions.

Role of the University Faculty in Internship

In most of the professions the university has only a minor role in the internship program. With the two exceptions of medicine and pharmacy, internship is controlled, directed and administered almost completely by the relevant professional association.

Summary

A number of generalizations about the nature of professional internships emerged from the interviews and review of literature. Although some exceptions exist, it is reasonable to conclude that the major characteristics of a professional internship are the following:

1. Usually, a special label is used to identify neophytes in the profession who have completed the formal university course work requirements but have not yet been granted full professional status.

2. The main purposes served by the internship are assistance in the transition to full professional status, development of professional skills, development of attitudes associated with professionalism, and provision of protection for the public.

3. The activities associated with internship are generally those that are representative of practice in the particular profession.

4. The length of the internship can be as much as three years, but it is a minimum of one year.

5. Supervisors for interns are approved members of their professions who are judged to be competent for the purpose.

6. Internship follows the professional degree or an approved degree with appropriate professional requirements.

7. Remuneration for the intern is considerably below that of the beginning professional.

8. Certification of completion of the internship is a requirement for admission to the profession.

9. Explicit attestation of competence during the internship is not always required, yet it is achieved at least indirectly.

10. Usually, a formal professional examination either precedes or follows the internship; it also forms a requirement for full-fledged status in the profession.

11. Usually, an independent board of professionals governs the internship.

12. The role of university faculty in internship is usually minimal.

CHAPTER 4

INTERVIEWS WITH STAKEHOLDERS

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INTERVIEWS WITH STAKEHOLDERS

Introduction

Interviews were conducted with the following major stakeholders in February-April 1986:

Deputy Minister of Education:	Dr. R. A. Bosetti
Deputy Minister of Manpower: together with	Dr. A. N. Craig Mr. B. Day Executive Director Training Services
Deputy Minister of Advanced Education:	Dr. H. Kolesar
Alberta Teachers' Association:	President, Mrs. N. M. Thomas Executive Director, Dr. B. T. Keeler
Alberta School Trustees' Association:	President, Mrs. E. Jones Executive Director, Dr. L. Tymko
Alberta Catholic School Trustees' Association:	President, Mr. M. Lynch Executive Director, Mr. J. K. McKinney
Alberta Federation of Home and School Associations:	President, Mrs. D. Almberg
Conference of Alberta School Superintendents:	President, Mr. R. K. David Past President, Mr. H. C. Parr
Council of Catholic School Superintendents of Alberta:	President, Mr. F. Allore
Universities Coordinating Council:	University of Alberta President, Dr. M. Horowitz

These interviews were usually conducted by one researcher, although three researchers were present for the interviews with Dr. Bosetti, Mrs. Thomas, and Dr. Keeler. The questions were developed after consideration of matters raised in the literature, in the Request for Proposals, and in discussions with various groups. A structured format was used (Appendix A), with the same questions being asked of all interviewees except Dr. Bosetti. However, some interviewees felt that they could not respond to some questions. Two sheets containing these questions were provided to the interviewees before the discussions began. Additional questions were asked and elaboration was provided as deemed necessary.

The interview with Dr. Bosetti was of a different nature because he was one of the initiators of the Initiation to Teaching Project and because his Department was primarily responsible for overseeing its implementation. Initially, interviews were proposed with Ministers of the two portfolios directly associated with the project. However, the Minister of Manpower and the former Minister of Education considered that their Deputy Ministers could answer all questions.

The interviews ranged in length from 45 minutes to 3 hours. A high degree of interest in the project was obvious. At the beginning of each interview, anonymity was assured with respect to the source of opinions. Consequently, in the following sections, generalizations are presented about each of the question areas without specific mention of the interviewees who provided these opinions.

Reasons for Introducing the Internship

> "What do you feel was the main reason for introduction of the internship in Alberta?"

The most common response, given by seven interviewees, related to lowering the number of unemployed teachers and saving a cohort of teachers by using funds available to reduce unemployment. Two interviewees perceived that the main reason was to gain political credit by acting in a way that was regarded with favor. The following main reasons were also provided by individual respondents: put accountability back into the teaching profession, through cooperative action of both Alberta Education and the Alberta Teachers' Association; overcome deficiencies of current teacher training programs; use available funds to see how preparation for full-time teaching could be improved; respond to public pressure for teachers who are better equipped to teach in today's classrooms; and facilitate the university student-teacher transition.

Positive Features of the Internship

> "From the perspective of your current position, what are the most positive features of the Internship Program?"

Various positive features were identified by the stakeholders. Paraphrased responses, some of which have been combined, are shown below with associated frequencies.

	Frequency
Reduce unemployment of teachers, save the cohort of newly trained teachers, and reduce under-employment	5
Help in transition and introduction to teaching	4
Achieve growth in less stressful situations	4
Improve the skills of supervising teachers through exposure to new ideas and challenges	3
Assess interns before hiring them as regular teachers	3
Allow interns time to evaluate their own strengths and teaching preferences	2
Assess interns better than can be achieved in the practica	1
Reduce concern about having additional teachers in the classrooms	1
Have additional trained adults in the schools	1
Provide opportunities for supervising teachers to improve skills of interns in better settings than in the practica	1
Allow interns to understand the "hidden operation" of a school	1
Provide more guidance than that available to beginning teachers	1
Produce better teachers	1
Allow interns time to be sure that they want to be teachers	1

Negative Features of the Internship

> "From the perspective of your current position, what are the most negative features of the Internship Program."

Nineteen different negative features of the 1985-86 Initiation to Teaching Project were identified by the representatives of the stakeholder organizations. These and associated frequencies are listed below.

	Frequency
The internship program was introduced too quickly, so it was not well designed	4
Some interns are misassigned in the schools	4
Role expectations for supervising teachers and interns are unclear	3
Some supervising teachers are of inferior quality as teachers	2
A year is too long for the better interns	1
Salary is too low	1
Substitute teachers are upset that hiring preference is given to interns	1
Principals were not fully informed of expectations	1
Too many interns were hired as beginning teachers during the year, so they did not complete their internships	1
The internship does not necessarily lead to employment	1
Interns feel unprotected legally	1
Most school systems have not developed good internship programs	1
No credit toward permanent certification is given for the internship period	1
Interns are unclear of their rights and responsibilities in the event of a teachers' strike	1
Evaluations of interns are not always fair	1
Portability among provinces is not clear	1

	Frequency
Competition for jobs will occur between interns and beginning teachers in September 1986	1
Not all school systems are participating	1
Tension between interns and beginning teachers in the same schools is counterproductive	1
Interns don't have a schedule of experiences across the spectrum: this is needed if they are to be employed as teachers in rural systems	1

Views on the Stated Purposes of the Internship

> "What are your views on each of these stated purposes of the Alberta Internship Program?
> (a) refinement of teaching skills;
> (b) development of professional relationships;
> (c) assessment of the intern's suitability for placement;
> (d) further development of the professional skills of supervising teachers."

These stated purposes were supported by nearly all stakeholder representatives. The individual comments which follow were advanced in discussion of specific purposes:

Refinement of Teaching Skills

This stated purpose should include "enhancement of teaching skills"

This purpose should be extended to include "self-awareness of one's repertoire of skills"

The right supervising teacher is required

This has occurred throughout Alberta

Interns should be exposed to a variety of different approaches in different classrooms

Interns should maintain some linkage with university instructors if this purpose is to be achieved

"Teaching skills" should be viewed broadly to include warmth in personal relationships, reduction of tension, and so on.

Development of Professional Relationships

Professional relationships are not usually emphasized in a teacher's first year, when "survival" is the dominant goal

This requires that the interns have responsibilities in those areas where professional relationships can be developed

Professional relationships outside the school, such as those with police and health-care personnel, should be included

Assessment of Suitability for Placement

Assessment during an internship is fairer and far better than using the B.Ed. record

Superintendents throughout Alberta appear to be pleased with this opportunity to assess before hiring

Disagree--the time frame is too short, and placement should depend upon factors such as maturity and experience

Development of Supervising Teachers

We need better trained, willing, carefully selected, reflective supervising teachers who have the right attitudes (4 respondents)

Funds should be provided by Alberta Education for professional development of supervising teachers as well as of interns

More positive "spin-off" has resulted for supervising teachers than was expected

The work with interns constitutes an additional load for supervising teachers

Universities should be involved in training supervising teachers

The ethical and mentoring aspects of the work of supervising teachers are extremely important

The internship must provide some value to principals and supervising teachers

Some supervising teachers have little time to interact with interns

Needed Changes in Teacher Preparation

> "What changes would you see as being necessary in teacher preparation programs in Alberta if the internship were a requirement for all beginning teachers?
> (a) in courses;
> (b) in the practicum."

The interviewees generally perceived that few changes would be necessary in either courses or the practicum. Some presented views about changes that they perceived to be desirable from the perspective of their particular interest groups, but these were omitted because they did not relate directly to the internship. One interviewee stated that if one "piece" of the overall teacher preparation program is altered, i.e., an internship is introduced, then other "pieces" are necessarily affected.

The following comments were offered in connection with the two specific issues under consideration:

Changes in Courses

Two interviewees considered that the content of the course Educational Administration 401 ("The Role of the Teacher") may need to be altered if the internship were required, especially because orientation to the profession could occur during the internship. Another speculated that the internship experience could produce more feedback to university instructors, who may then alter their courses accordingly.

Changes in Practice

Three interviewees favored a clear separation of practica from the internship, with the practica providing a variety of experiences in different types of classes at different grade levels. One described the practicum experience as a "posthole operation" or a "trial and error" experience in which ideas are tested and the development aspect is deemphasized. Another advocated development of greater harmony between theory and practice, so that the practicum could become a time for exploring relationships in schools based upon perspectives derived during coursework. A reduction in the length of practica was proposed by one respondent, whereas another recommended that the practicum be extended to one year with the one-year internship being maintained.

Changed Entry Requirements for Teaching

> "Do you consider that entry to the teaching profession in Alberta should be contingent upon either or both of the following?
> (a) completion of a full year of internship;
> (b) passing of an examination set by an appropriate authority."

One Year of Internship

Eleven of thirteen interviewees supported the idea of compulsory internship. One was definitely opposed and another was uncertain because of the prospect that the current oversupply of teachers could soon disappear. Four considered that a full year may not be necessary, one stated that a set internship period is needed, while another considered that the internship should be part of the B.Ed. program.

Internship Examination

Less agreement was recorded on the question of passing an examination as is required in some professions. Five favored an appropriate examination, five were definitely opposed to any examination, and three were undecided. However, even those who were in favor had some reservations. While recognizing that preparing for an examination has some benefits, such as motivation and learning, written examinations after the B.Ed. were viewed negatively, and difficulties associated with preparing appropriate examinations were recognized.

Suggestions for Improving the Internship

> "What suggestions would you make for improvement of the Internship Program in 1986-87?"

Four interviewees felt that more attention should be paid to supervising teachers--selection based on interest and competence was emphasized. Two of these four also mentioned a need to improve the skills of supervising teachers, and one suggested that additional funding should be provided for this purpose.

The rapidity of the introduction of the internships in 1985-86 produced some "teething" difficulties which several interviewees considered would be overcome in the second year. These matters related particularly to faster selection and placement of the interns and to a better statement and greater acceptance of role definitions for interns and supervising teachers.

Other specific suggestions were as follows:

(a) Some certification credit should be granted (two interviewees);
(b) Ensure that each intern has both urban and rural experience;
(c) Ensure that the guidelines are met;
(d) Provide more funds for professional development of interns; and
(e) School boards should either provide accommodation or ensure that accommodation is provided for interns.

Suggestions if Internship Were to Be Compulsory

"What additional changes would you recommend if the Internship Program were made permanent and compulsory for all beginning teachers?"

Three interviewees proposed that Permanent Certification could be granted after successful completion of a one-year internship. Three also considered that the internship could be less than one year, possibly a compulsory term followed by a second optional term for those who are deemed to be competent teachers after one term, and a second compulsory term for those who need the additional training experience. Each of the following additional points was made by one interviewee:

(a) Public awareness of the Alberta Government's initiative in establishing the internship should be increased;
(b) A common core of experiences, perhaps identified by the certifying authority, should be required, together with some local optional experiences;
(c) Orientation to the Alberta Teachers' Association could occur in the internship year rather than in the B.Ed. program;
(d) The relationship between being hired as an intern in a school system and being hired later as a teacher in that system needs to be clarified;
(e) All school boards should be required to take some interns;
(f) The internship should become part of the B.Ed. program;
(g) Advertising and communication about the internship should be upgraded, even to high school students;
(h) Interns should be members of the bargaining unit;
(i) The internship should have some linkage with the universities;

(j) School boards should receive some funding to cover overhead costs; and
(k) The means by which interns are to be evaluated needs to be clarified in order to achieve some consistency.

Extent of Government Funding

Two questions addressed the matter of Provincial Government involvement in funding the Initiation to Teaching Project. These, with the associated responses, are presented below.

> "Do you consider that the Alberta Government should contribute financially to a compulsory, continuing internship program?"

This proposition was supported by most interviewees. One felt that the provision of funding for such a purpose was part of the Government's leadership role. Another expressed a similar point of view, namely, that achievement of educational standards requires Provincial funding, but emphasized that no additional funds should be provided once an intern has reached a predetermined level of competence.

On a different aspect, two interviewees preferred that school boards receive general, rather than earmarked, funds to support internship activities. One of these expressed the view that, if the Alberta Government paid directly for the internship program, then school boards and their staffs would be more likely to treat interns as trainees rather than employees. A contrary opinion was that the internship funds should be earmarked.

> "Do you feel that the Alberta Government is likely to contribute financially to a compulsory, continuing internship program?"

Again most interviewees answered in the affirmative, but their answers were couched in a concern about Alberta's economy and the predicted shortage of teachers in Alberta by 1990. These two problems were sufficiently strong to persuade a few to answer negatively, and one remained undecided.

The remarks of those who felt that the Government is likely to contribute included the following:

(a) If a proper case is made, the Government will contribute, but not in an open-ended way; i.e., the funds will be used for short-term development of specific skills;

(b) It is difficult to stop a successful program once it is started; and

(c) A long-range commitment to Government funding would be necessary, as school boards have "been stung" too often by incentive grants and seed money.

Administering the Internship

"If a one-year internship were compulsory for all beginning teachers, which organization or organizations do you consider should have the major responsibility for the administration of the Internship Program?

(a) Alberta Education
(b) Alberta Teachers' Association
(c) Individual school systems
(d) Universities
(e) A consortium: specify composition
(f) Other: please specify."

Most respondents considered that internship policies should be set by a broadly representative committee, but opinion differed markedly as to who should run the program. This diversity is reflected in the following distribution of choices:

	Frequency
School systems	3
Consortium--Alberta Education and school systems	2
Consortium--with Alberta Education and universities playing major parts	1
Consortium--universities and school systems	1
Consortium--universities and ATA	1
Consortium--Alberta Education, ATA, ASTA, school systems and universities	1
Consortium--unspecified	3
	--
	10

One interviewee favored the Alberta School Trustees' Association, but acknowledged that this is not feasible because the body is not truly accountable.

Preferred Internship Model

"Which model of overall teacher preparation do you prefer?
- (a) B.Ed. or B.Ed. after another degree followed by a one-year internship
- (b) B.Ed. or B.Ed. after another degree not followed by a one-year internship
- (c) B.Ed. or B.Ed. after another degree including a one-year internship
- (d) other: please specify."

Model (a) was preferred by seven of those interviewed. One of these felt strongly that a good B.Ed. has a wider application than just K-12 teaching and that, therefore, we should not force graduates into a K-12 mold through internship.

Another interviewee preferred (a), but stated that (b) was a realistic choice because funds would not be available for the appended internship model. Three chose model (c), while four chose "Other"--a B.Ed. or B.Ed./After degree arrangement followed by an internship of less than one year.

Value of the Professional Development Aspects

"What is your overall assessment of the value of the professional development aspects of the current Alberta Internship Program?"

1 2 3 4 5 6 7 8 9 10 0
Poor Excellent Unable to judge

The scores given by eight respondents ranged from 6 to 9, with a mean of 7.9, reflecting a relatively high degree of approval of the professional development aspects of the program. Four were "unable to judge."

Overall Assessment of the Internship

"What is your overall assessment of the administrative and policy aspects of the current Alberta Internship Program?"

1 2 3 4 5 6 7 8 9 10 0
Poor Excellent Unable to judge

The scores given by ten respondents ranged from 4 to 9, with a mean of 6.1, indicating moderately positive support for the administrative and policy aspects of the internship. Three were "unable to judge." Some commented that they rated the policy aspects better than the administrative aspects.

Additional Comments on the Internship

"Any other comments?"

A wide range of additional comments and suggestions were made by these representatives of stakeholder groups. They are presented below in point form under topic headings. Most of these paraphrased remarks were made by only one respondent, but they are included here because of their potential for discussion, particularly as opposing viewpoints were presented on some issues.

Supervising Teachers

Each school having interns should have a qualified "master supervisor" who is in charge of all interns.

A panel of supervising teachers should be identified for core experiences, with additional supervising teachers providing supplementary experiences.

Supervising teachers need to be carefully selected and trained: identification as a very good K-12 teacher does not necessarily imply effectiveness as an instructor of neophyte teachers.

Expectations of Interns

Interns should be able to use the plan of activities proposed for them before they sign contracts, and they should be able to appeal, through a formally established mechanism, if the plan is not matched by reality.

Interns expect that they have good prospects of employment as teachers in their interning school systems, but this expectation is not always realistic.

Experiences of Interns

There is a need for flexibility in the length of the internship.

The internship experience should include rotations and some out-of-school experiences.

Supervision

The intern should be assigned to a school--not to a supervising teacher.

The intern should be assigned to a supervising teacher--not to a school.

Salary of Interns

A salary of $15,600 may be too little, particularly in view of the cost of accommodation.

Interns should not expect to be paid the same salaries as beginning teachers, because they are still learning.

Salary Grid Credit

Credit on the salary grid for the internship year is not justified, because the internship is part of teacher preparation.

Credit would make the internship more attractive.

Interns and Beginning Teachers

Some conflict has been experienced between interns and beginning teachers this year, because more attention has been paid to interns.

Conflict can be expected this summer between 1985-86 interns and recent B.Ed. graduates when both are seeking positions as beginning teachers for 1986-87.

Certification

Interns should have Interim Certificates after obtaining B.Ed. degrees, and Permanent Certificates after successfully completing one-year internships.

Attitudes of School Systems

Most of the suspicions of school superintendents have been allayed.

Some school systems view interns as additional manpower and largely ignore the training aspect of the internship.

University Involvement

Both beginning teachers and interns need access to the expertise of university faculty members, especially if the practical orientation of the internship conflicts with the theoretical component of the B.Ed. program.

University faculty members need to be made more aware of many aspects of the internship program.

Teacher Preparation

Concerns persist over some aspects of the current teacher preparation programs in Alberta (four respondents). For example, the programs are too theoretical; the practicum does not "weed out" inferior teachers; and the teachers have insufficient background in the subjects that they will teach.

School Systems

Each school system, regardless of size, should identify one employee as the supervisor/coordinator of all interns in that system.

Publicity

Trustees, especially in rural areas, need to be better informed about the internship. Alberta Education should emphasize that children will be the main beneficiaries of an internship program that produces better teachers.

Role Clarification

Alberta Education should produce attractive brochures which describe in detail the role expectations of principals, supervising teachers and interns.

Symposium

Alberta Education should conduct a symposium in the spring or summer of 1986 in which experiences and expectations can be shared among those who have been closely involved with the internship in 1985-86.

Interprovincial Portability

If an internship were to be required in Alberta, then the question of interprovincial portability of qualifications would need to be carefully examined.

Future of Internship Program

The 1985-87 Alberta Internship Program may finish up as just a nice experiment.

Recognition

Some type of formal recognition could be provided to interns, supervising teachers and principals at the completion of each internship year.

Summary

A post-B.Ed. internship program for all new teachers was generally favored by stakeholder groups. The main reasons for its introduction, namely to reduce unemployment among teachers, to improve teaching, and to ease the transition from university student to teacher, were also seen as its most positive features. The stated purposes of the internship were all supported. Its most negative features--the speed of its introduction, misassignment of interns, a lack of clarity of role expectations, and inappropriate selections of supervising teachers--were cited as areas in which improvement is needed. The professional development aspects of this two-year internship program were rated more highly than were its policy and administrative aspects.

The stakeholders considered that, if a post-B.Ed. internship were to be required of all teachers, few changes would be needed in B.Ed. courses but other matters would need attention: the practicum may need to be altered; a compulsory one-term internship period followed by an optional second one-term period may be more appropriate; the Alberta Government should and would want to contribute to the cost of a required internship program but the state of the economy and the teacher supply situation may affect funding; and, although a widely representative committee may formulate policy, a consortium of some type should administer the internship. The model of a degree followed by an internship was the most favored model of teacher preparation. There was also substantial support for better training and selection of supervising teachers and for significant involvement of university faculty members in the internship program.

APPENDIX A

INTERVIEW SCHEDULE: STAKEHOLDERS

INTERVIEW SCHEDULE--STAKEHOLDERS

The purpose of this interview is to obtain your opinions about aspects of the current Alberta Internship Program. As you know, the Internship Program was designed to facilitate the transition from university student to professional teacher. Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed by senior officials, but individual opinions will not be reported.

---

1. What do you feel was the main reason for introduction of the Internship in Alberta?

2. From the perspective of your current position, what are the most positive features of the Internship Program?

3. From the perspective of your current position, what are the most negative features of the Internship Program?

4. What are your views on each of these stated purposes of the Alberta Internship Program?

   (a) refinement of teaching skills;
   (b) development of professional relationships;
   (c) assessment of the intern's suitability for placement;
   (d) further development of the professional skills of supervising teachers.

5. What changes would you see as being necessary in teacher preparation programs in Alberta if the internship were a requirement for all beginning teachers?

   (a) in courses;
   (b) in the practicum.

6. Do you consider that entry to the teaching profession in Alberta should be contingent upon either or both of the following?

   (a) completion of a full year of internship;
   (b) passing of an examination set by an appropriate authority.

7. What suggestions would you make for improvement of the Internship Program in 1986-87?

8. What additional changes would you recommend if the Internship Program were made permanent and compulsory for all beginning teachers?

9. Do you consider that the Alberta Government should contribute financially to a compulsory, continuing Internship program?

10. Do you feel that the Alberta Government is likely to contribute financially to a compulsory, continuing Internship program?

11. If a one-year Internship were compulsory for all beginning teachers, which organization or organizations do you consider should have the major responsibility for the administration of the Internship Program?

    (a) Alberta Education
    (b) Alberta Teachers' Association
    (c) Individual school systems
    (d) Universities
    (e) A consortium: specify composition
    (f) Other: please specify.

12. Which model of overall teacher preparation do you prefer?

    (a) B.Ed. or B.Ed./A.D. followed by a one-year Internship
    (b) B.Ed. or B.Ed./A.D. not followed by a one-year Internship
    (c) B.Ed. or B.Ed./A.D. including a one-year Internship
    (d) other: please specify.

13. What is your overall assessment of the value of the professional development aspects of the current Alberta Internship Program?

    1 2 3 4 5 6 7 8 9 10 0
    Poor Excellent Unable to judge

14. What is your overall assessment of the administrative and policy aspects of the current Alberta Internship program?

    1 2 3 4 5 6 7 8 9 10 0
    Poor Excellent Unable to judge

15. Any other comments?

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INTERVIEWS IN SCHOOLS

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INTERVIEWS IN SCHOOLS

Introduction

Interviews were conducted in 42 schools throughout Alberta in April-May 1986 by 10 members of the research team. The schools were selected using a stratified random sampling approach which ensured representation of schools of different grade levels, sizes and locations, in different types of school systems. Two special Grade 1-12 schools were included. To ensure anonymity, the 42 schools are not identified by name.

After selection, the principals were informed by letter (Appendix E) of the procedure to be followed. This letter was accompanied by a covering letter from Dr. R. A. Bosetti, Deputy Minister of Education (Appendix F). Each principal was then telephoned to arrange dates for the interviews and to obtain names of all supervising teachers and interns as well as of any beginning teachers who were also employed in the school. Acquisition of names of interns and beginning teachers in this way was essential because (a) the Alberta Education data base was incomplete, and (b) some interns had accepted full-time teaching positions during the school year. Interviews with beginning teachers were not required in the evaluation, but the research team considered that their views would provide useful additional information.

Interviews were conducted individually with 42 principals or their designates, 65 supervising teachers, 49 interns and 12 beginning teachers. These interviews ranged from about 30 minutes to three hours. The school visits enabled the research team to obtain detailed information in confidential settings about the operation of the internship program in 1985-86, thereby placing the team in a sound position to comment upon many aspects of this program. The questions were developed after considering matters raised in the literature, in the Request for Proposals, and in discussions with various groups. They were similar to questions asked of the individuals involved with policy decisions and to questions in the questionnaire. A structured format was used, with the same questions (where appropriate) being asked of all interviewees. Sheets containing the questions were handed to the interviewees before they were asked to respond. They were assured of anonymity at this time. Consequently, this report provides data and generalizations without identifying individual sources.

During the interviews, a large amount of information was provided in the form of "free responses." Coding of this information required considerable time, and the variety of opinions required aggregation of some responses into fewer paraphrased statements which reflected the general thrust of the responses. In the interests of parsimony, "free responses" which were mentioned by single respondents in any of the categories of principal, supervising teacher, or intern were not usually included in this report.

The characteristics of the interview sample of 42 schools, shown in Table 5.1, can be briefly summarized as follows:

1. 16 schools were located in either Calgary or Edmonton;
2. 12 schools had grades in the K-G.6 range, 9 with K-G.9, 6 with G.7-9, 3 with G.7-12, 10 with G.10-12, and 2 were G.1-12 special schools;
3. the number of teachers per school ranged from 3-93;
4. 22 schools had one supervising teacher each, 17 had two each, and three had three each;
5. 36 schools had one intern each, five had two each, and one had four;
6. six schools had one beginning teacher each, and three schools had two each;
7. 17 interns were in senior high schools (G.10-12), 12 were in K-G.6 schools, and 9 in K-G.9 schools; the beginning teachers were also concentrated in these three types of schools.

Ratios of females to males were 3:39 (principals or designates), 40:25 (supervising teachers), 41:8 (interns) and 7:5 (beginning teachers). In those instances where each intern had only one supervising teacher, 16 student teacher-intern relationships were female-female, 11 were male-female, and 6 were male-male.

Description of Internship Programs in the 42 Schools

Respondents were asked to describe the following aspects of the internship program in their schools: orientation, supervision, professional development activities, duties and special arrangements. Besides providing information for this report, these descriptions afforded the interviewers, all members of the research team, opportunity to obtain a detailed understanding of the operation of the internship program in individual schools.

The information provided is summarized below in a concise manner to "capture the flavor" of the various situations without burdening readers with excessive amounts of data.

Table 5.1

Characteristics of the Interview Sample of 42 Schools

							Distribution of Numbers Interviewed in Each School							
	Numbers				Number of Teachers		Supervising Teachers (n = 65)			Interns (n = 49)			Beginning Teachers (n = 12)	
Grade Levels	Calgary/ Edmonton	Other	Total	Total	Range	Mean	1	2	3	1	2	3	1	2
K-6	3	8	11	12	3-38	17	6	6	--	11	1	--	2	--
1-6	1	--	1											
K-8	--	2	2	9	6-31	19	4	3	2	9	--	--	1	1
K-9	--	2	2											
1-9	1	2	3											
5-9	--	1	1											
6-9	--	1	1											
7-9	4	2	6	6	11-34	25	5	1	--	5	--	--	1	--
1-12 Special	1	1	2	2	10-13	12	1	1	--	1	1	--	--	--
7-12	--	1	1	3	27-48	34	2	1	--	3	--	--	--	--
8-12	--	2	2											
10-12	6	4	10	10	17-93	48	4	5	1	7	3	1	2	2
Total	16	26	42	42	3-93	--	22	17	3	36	5	1	6	3

Orientation

Orientation of interns was provided at both the school system and school levels. Elements included were responsibilities, roles, facilities and equipment, philosophy and policies, programs, timetables, yearly plans, students, discipline, school handbooks, and introductions at staff meetings. However, the orientation activities varied greatly from school to school; not all of the above-listed elements were always included. Indeed, some interns received no school system orientation and some even reported no orientation at the schools where they were employed. Besides central office staff, the principal, assistant-principal(s), department heads and/or supervising teachers usually provided the orientation. In some schools, two-day orientation sessions were conducted prior to the commencement of classes--usually in association with other teachers new to the schools. In some cases, the orientation lasted up to two weeks involving both formal and informal sessions. Principals as well as supervising teachers commonly viewed extensive classroom observation during the first few weeks as part of the orientation of interns. At this stage, we should report that, in some schools, the principals were able to select from a small pool of interns, whereas other principals were assigned one or more interns without being involved in their selection.

Comments provided by interns revealed the difficulties faced by in-school administrators who were initiating the internship program and attempting to orient their interns:

> "Nobody was sure what an intern was supposed to do."
> "It was confused at the beginning."
> "In the beginning, no one knew what was happening."

Nevertheless, some interns rated their orientations as excellent, comprehensive and helpful, especially when they were treated as regular teachers.

Supervision

> I'm associated with four teachers, the principal and the assistant superintendent. The teachers come into the room when I'm teaching. They'll help individual students. They may see the beginning of a class and then walk out. They look at the lessons I've planned, a behavioral problem and how I handle it, how I'm organized. No one has written anything down. The principal has been in a couple of times. He's written down information on both classes. We've discussed this. He says that he will provide a written report. The assistant superintendent has been in twice. He's recorded some observations. We've discussed these. No formal report as yet. He said he will come again. He

> has promised a formal report. The supervision has been most helpful from the teachers with whom I'm working.

This response exemplifies the type of experience and reaction reported by a considerable proportion of the interns who were interviewed. However, a great deal of variety occurred in their supervisory experiences. Interns worked with from one to five supervising teachers, who were commonly viewed as the primary supervisors--although in some cases, principals saw themselves in this role. Some supervising teachers provided either oral or, less frequently, written reports to the principals about the interns. Formal written evaluations were usually the responsibility of the principals or assistant principals, and, in some cases, assistant superintendents. On the other hand, some interns had undergone no formal evaluations by early May. One principal used information from questionnaire and other responses of students to assist in evaluating the intern. Several principals used the same evaluation procedures for both interns and beginning teachers; some provided informal feedback as well as formal evaluations. A common practice was for principals to observe interns teaching once each month.

The supervising teachers expressed a certain ambivalence about their role. Two stated that they didn't evaluate; they only offered suggestions. One considered that the intern was quite competent and therefore needed minimal assistance, while another confided that adequate help was not being provided. Usually the supervising teachers spent much more time in supervising in the earlier weeks and months than they did later in the year. On the other hand, one intern reported that the supervising teacher was in her class all the time. Several supervising teachers described how their other duties did not allow them time to supervise adequately. One principal was concerned that the supervising teachers lacked supervisory skills and that they were more interested in team teaching than in evaluating the interns. Some interns mentioned that teachers other than their supervisory teachers provided them with useful suggestions.

Professional Development Activities

Descriptions obtained from the interviews revealed a diversity of professional development (PD) experiences, ranging from nothing outside the school to out-of-province conferences and week-long workshops. The PD allowance of $1,500, paid to each school system, was greatly appreciated.

In several schools, little PD experience was provided for the interns beyond what the regular teachers experienced. Some school systems purchased videotapes and other resource materials for use by their interns. Several interns remarked that they wished that some of the more useful PD activities had come earlier in the school year.

The following list includes individual PD activities which were identified by the interviewees:

1. workshops on effective teaching, evaluation, handicapped students;
2. special workshops, operated by school systems, sometimes in the evening, on various professional aspects;
3. conferences of ATA Specialist Councils;
4. in-school PD activities with other teachers;
5. Teachers' Conventions;
6. field trips, both within and outside Alberta;
7. international reading conference in Vancouver;
8. visiting other schools;
9. special conferences on particular topics, e.g., discipline, gifted students, special education;
10. parent-teacher interviews;
11. staff meetings and department staff meetings;
12. PD days, e.g., stress management, long-term program development, Dale Carnegie programs;
13. special meetings of interns in central office, usually once per month;
14. meetings with community resource personnel;
15. meetings with school system specialists, e.g., therapists;
16. special workshop conducted by a computer company;
17. workshops on first aid and CPR; and
18. clinics, especially in physical education.

Three of these types of experiences warrant special comment. First, visits to other schools were deemed valuable, but they were hard to schedule because of obligations in the home school. Second, some interns and supervising teachers jointly attended workshops on effective teaching and then utilized the recommended approaches to their interactions, and this was considered to be highly valuable. Third, one intern was especially appreciative of the opportunity given to all interns in the employing school district to meet with principals in a one-day central office workshop focusing on the work of interns in that system.

Duties

Some interns were assigned duties which were similar to those of beginning teachers: they taught regular classes nearly full-time, with time off only for preparation and PD activities. But the more common experience, according to the 49 interns interviewed, involved reduced workloads with either the addition of more subjects as time went on or the use of rotations among different subjects. The following two descriptions of a typical April week provide insight into the variety of activities experienced by many interns.

Elementary school intern

Provide enrichment to 12 Grade 1-6 classes, 20 minutes each per week, totalling 3 half-days per week.
Teach Grade 5 Mathematics for a total of 2 half-days per week, freeing the teacher to coordinate the school's computer program.
Assist in preparing student computer units; 9 hours per week initially, 4 hours per week now.
Teach library skills to two Grade 1 classes weekly, totalling 1 hour 20 minutes per week.
Teach Grade 3 mathematics in resource room for 1 hour per week.
Teach Grade 2 Reading for 1 hour per week.
Teach Grade 1 small groups for 3 hours per week.
Teach some grade 4 Mathematics.
Provide coverage for grade group meetings, parent/teacher conferences, etc.
Assist in planning for Grade 5 field trip.
Help with various extracurricular activities, including skiing, Christmas concert, crafts, hot lunch program, Education Week open house, science fair.

Senior high school intern

Plan instruction in Biology 10, 20, 30 and Physical Education.
Become familiar with relevant audio-visual resources and equipment.
Diagnose student needs and evaluate student progress.
Observe various teachers in Biology, Drama, Chemistry, Physical Education, Social Studies, English, Physics, Science and Computing
Participate in parent-teacher conferences.
Develop instructional materials.
Observe principal in action for one week.
Participate in conferences on student misbehavior.
Participate in a variety of extracurricular activities.
Participate in organized PD activities.
Participate in school committee meetings.
Supervise a Biology field trip to British Columbia.

The interns generally taught subjects for which they were trained. Most, but not all, taught on their own for at least part of each day, although team teaching was common. Most participated in extracurricular activities, thereby enriching school life; the wide range included dancing, drama, skiing, computing, outdoor education, school newspaper, choir, photography, science fair, cheerleading, sports coaching and a band festival. Many were involved in field trips, student counselling, staff meetings, parent-teacher interviews and social functions. Observation was a common experience during the first few weeks. Most interns were given full responsibility for all aspects of the operation of their classes, such as planning, teaching, evaluating and reporting.

Perceived Reasons for the Introduction of Internship
(Table 5.2)

About 45% of principals and of supervising teachers considered that the main reason for introducing the internship program related to reduction of unemployment of teachers, retention of teachers (avoiding loss of a cohort) and reduction of discouragement. The second most common reason provided by principals related to producing better teachers (26%). The next most common reasons, as perceived by about 14% of both groups, concerned (a) providing new teachers with a variety of experiences and (b) facilitating the transition from university student to teacher.

Although the question called for identification of "the main reason," about one third of the respondents provided additional reasons. Again these mainly related to unemployment, with the second most common reason being associated with gaining new practical experience with supervisory assistance.

Opinions about Stated Purposes of the Internship Program

Refinement of Teaching Skills (Table 5.3)

Approximately 96% of the principals, of the supervising teachers and of the interns agreed with the purpose of refinement of teaching skills. Possibly the most important comment was that made by two principals who perceived that, in addition to refinement of existing teaching skills, the internship would allow for development of new skills which teachers need.

Development of Professional Relationships (Table 5.4)

This second purpose, the development of professional relationships, was also supported by an overwhelming majority (approximately 97%) of each category of employees.

Table 5.2

Perceptions of Interviewees Concerning the Main Reason* for Introducing the Internship Program

	Principals (n = 42)		Supervising Teachers (n = 65)	
Reasons	f	%	f	%
First Mentions*				
Reduce unemployment of teachers, retain teachers, and reduce discouragement	18	43	30	46
Provide new teachers with a variety of practical experiences	6	14	10	15
Facilitate the transition to teaching	5	12	9	14
Make B.Ed. graduates better teachers	11	26	2	3
Extend and enhance skills	1	2	4	6
Government wanted to pilot-test internship	--	--	3	5
Longer induction period needed	--	--	2	3
Provide additional practical experience	--	--	2	3
ATA was pressing for more practical training	1	2	1	2
Provide additional training	--	--	1	2
Opportunity for interns to prove themselves	--	--	1	2
Second and Later Mentions*	f		f	
Reduce unemployment of teachers, retain teachers, and reduce discouragement	8		17	
Gain new practical experience, with assistance	9		13	
Raise skills to required level	5		2	
Help interns to decide whether to stay in teaching	1		2	
Improve the public image of teaching	2		1	
Give potential employers more information	2		1	
Facilitate the transition to teaching	2		1	
Help the school by providing more staff	2		1	
Provide better preparation of teachers	--		2	
Create cheap employment	--		2	

*Some respondents provided more than one "main reason."

Table 5.3

Opinions of Interviewees about Stated Purposes of the Internship Program:
Refinement of Teaching Skills

	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)	
Opinions	f	%	f	%	f	%
Agree	40	95	63	97	47	96
Disagree	1	2	--	--	2	4
Undecided	1	2	2	3	--	--

Comments	f	f	f
Interns require strong supervisory help	4	4	--
Interns learn more about teaching than in practicum	2	1	4
Will happen anyway for new teachers	2	--	2
This is the most important purpose	--	2	1
New skills are developed by interns	2	--	--
Interns can observe a variety of techniques in different subjects	2	--	--
Interns become aware of development needs	2	--	--
This requires an appropriate assignment	1	1	--

Table 5.4

Opinions of Interviewees about Stated Purposes of the Internship Program: Development of Professional Relationships

Opinions	Principals (n = 42) f	Principals (n = 42) %	Supervising Teachers (n = 65) f	Supervising Teachers (n = 65) %	Interns (n = 49) f	Interns (n = 49) %
Agree	40	95	63	97	48	98
Disagree	2	5	2	3	1	2
Undecided	--	--	--	--	--	--

Comments	f	f	f
Will occur anyway for new teachers	3	1	4
Occurs because interns are viewed as regular teachers	1	5	3
Interns are not considered to be regular teachers	--	--	4
Supervising teachers provide good role models	2	--	--
Interns have the opportunity to work with central office	2	--	--
Professional relationships are bound to develop	--	2	--
Have little time to develop professional relationships	--	--	2

Assessment of the Intern's Suitability for Placement (Table 5.5)

Although large majorities of principals (86%), supervising teachers (85%) and interns (80%) agreed that assessment of an intern's suitability for placement was an appropriate purpose, it received less support than did the first two purposes. Those who disagreed or were undecided commented that such assessment is dependent upon the internship situation, that it should occur during the B.Ed. program, that assessment may raise false hopes for employment and that the present number of assessments of the intern is not sufficient.

Further Development of Professional Skills of Supervising Teachers (Table 5.6)

Although the principals usually supported this purpose (86%), the supervising teachers gave less support (72%) and the interns even less (59%); these figures reflected the greatest spread of percentage agreement for any of the four stated purposes. The associated comments revealed that, while substantial numbers of each employee group considered that the supervising teachers were benefiting, several interviewees perceived that supervising teachers needed in-service education to help in this development.

Most Positive Features of the Internship Program (Table 5.7)

Free responses about the most positive features of the program were categorized under the headings of Employment, Benefits to Interns, Benefits to Students, Benefits to Schools and Benefits to Supervising Teachers. All employee groups generally perceived that the interns benefited in many ways. Benefits to students and the schools were mentioned by substantial numbers of principals and supervising teachers, but not by a single intern; these benefits related especially to extra attention for students and the acquisition of additional teachers, allowing greater flexibility and productive team teaching. An important side benefit, even though it was mentioned by only three interviewees, involved an obligation on schools to evaluate their operations when they were required to accommodate interns.

Similarly, eight supervising teachers and nine principals considered that the internship program had the benefit of "sharpening up" the supervising teachers. An even more important perceived benefit for supervising teachers was the introduction of new ideas, new techniques and special expertise by interns. These benefits were not mentioned by any interns.

Table 5.5

Opinions of Interviewees about Stated Purposes of the Internship Program: Assessment of the Intern's Suitability for Placement

	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)	
Opinions	f	%	f	%	f	%
Agree	36	86	55	85	39	80
Disagree	4	10	2	3	4	8
Undecided	2	5	8	12	6	12

Comments	f	f	f
You can observe, not just interview	4	4	--
This assessment occurs from both the schools' and interns' points of view	3	1	2
Depends on the internship situation	1	--	4
Should be assessed during B.Ed. program	--	2	2
May raise false hopes for employment	3	--	--
Better assessment than in the practicum	--	--	3
Interns now feel competent to teach different subjects in different grade levels	--	--	3
Criteria for assessment are needed	--	2	--
Interns are not assessed frequently enough	--	--	2
Interns are allowed to try different grade levels	--	--	2

Table 5.6

Opinions of Interviewees about Stated Purposes of the Internship Program: Further Development of Professional Skills of Supervising Teachers

	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)	
Opinions	f	%	f	%	f	%
Agree	36	86	47	72	29	59
Disagree	4	10	10	15	8	16
Undecided	2	5	8	12	12	24

Comments	f	f	f
Supervising teachers are benefiting	26	32	19
Supervising teachers need in-service education to develop supervisory skills	3	9	4
Supervising teachers need workshops on role expectations	--	3	2
Principal also benefits	2	--	1
Supervising teachers are doing the same thing as they do with student teachers	2	1	--
Some supervising teachers are set in their ways	--	--	2
Depends on motivation of supervising teachers	--	--	2
Supervising teachers are already highly skilled	--	--	2

Table 5.7

Most Positive Features of the Internship Program

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
EMPLOYMENT			
Better assessment of interns for placement	8	3	--
Better than being unemployed	1	4	5
Helps in making career decisions	1	3	5
Better than being substitute teachers	--	1	3
Improves possibility of employment	3	--	1
BENEFITS TO INTERNS			
Receive assistance, support and opportunities to learn from teachers (more than do beginning teachers)	11	15	32
Good learning experience	12	12	4
Good transition into teaching	7	11	9
Obtain a variety of teaching experiences at different grade levels	5	7	12
Responsibility gradually increases (leading to increased confidence)	5	5	8
Understand school operations over entire year	3	2	13
Have some responsibility, but also "back-up"	2	7	3
Don't have full load of preparation--less pressure and threat, and more time for planning and reflection	5	6	--
Good professional development opportunity	1	1	9
Learn practical matters about school operations	3	1	4
Are able to build up sets of teaching materials	--	3	5
Have more time to develop skills in different areas	1	6	--
Have opportunities to engage in individual activities	1	3	1
Have sufficient time to develop over the year	1	--	3
Can obtain a more realistic view of teaching	--	4	--
Have opportunities to assess strengths and weaknesses before full-time teaching	1	--	2
Learn curricula and obtain materials for teaching in specialty areas	--	3	--
Feel better about full-time teaching	--	--	2

Table 5.7 (Continued)

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
BENEFITS TO STUDENTS			
Students receive extra attention	5	12	--
BENEFITS TO SCHOOLS			
Obtain additional teachers to help with instruction, thereby releasing teachers and providing more flexibility	20	20	--
Allows for productive team teaching and team work	2	6	--
Forces schools to evaluate their operations	2	1	--
BENEFITS TO SUPERVISING TEACHERS			
Interns bring in new ideas, new techniques and special expertise	6	16	--
Forces supervising teachers to consider practices ("sharpen up")	9	8	--
Provides more preparation time	--	4	1
Produces satisfaction in initiating a new teacher	--	2	--

Most Negative Features of the Internship Program (Table 5.8)

Again, the free responses about the most negative features were classified under several headings. About one quarter of each employment category identified the low salary; this feature was identified most frequently, and justified on the bases of amount of work done and the cost of living. Over half of the interns also identified the lack of even partial credit towards permanent certification. The next most frequently identified category of negative features related to uncertainty about the role of interns: supervising teachers and interns alike commonly identified unclear guidelines for assignment of interns, lack of a role definition and independent responsibility, and misassignment of interns. Also common were concerns over the unclear linkage between internship and employment, inadequate planning and the amount of supervision.

Opinions of Interns about Help Received (Table 5.9)

In general, the interns were very positive about the help that they received, with 53% offering remarks to the effect that their supervising teachers were very helpful or supportive. Terms such as "excellent," "outstanding," "super," "fantastic" and "superb" were used by a further 35% of the interns. However, substantial numbers of interns received less help and feedback than expected from their principals, assistant principals, assistant superintendents and supervising teachers.

Percentages of the Teaching Day that Interns Were in Charge of Classes (Table 5.10)

At the commencement of their employment in 1985, some of the 49 interns were not in charge of any classes, whereas some carried virtually full teaching loads. The mean time in charge was somewhat over 50% of each school day. By April 1986, the mean had increased to about 75%, but the percentages of change over the year varied greatly, as is shown in the right-hand column of Table 5.10. For example, nine interns reported less than 10% change in the time in charge while eight reported an increase of between 60% and 69%. This question presented some interns with difficulty in deciding what "in charge" meant, but the usual interpretation was that the interns were responsible for lesson planning, delivery and grading, even though the supervising teacher may have been present for substantial periods of time. The two interns in Special Grades 1-12

Table 5.8

Most Negative Features of the Internship Program

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
SALARY			
Salary too low in view of job done and cost of living	10	17	12
No credit on salary grid	--	2	5
CERTIFICATION CREDIT			
No credit--not even partial--towards certification	3	6	26
PERMANENT EMPLOYMENT			
Unclear linkage exists between internship and employment	3	9	5
Not able to offer interns permanent employment	3	--	--
MONITORING			
Program is inadequately monitored	3	2	--
SUPERVISION/EVALUATION			
More time for supervision is needed	--	5	2
Interns are oversupervised	--	2	3
Some interns are assigned to too many supervising teachers	--	2	1
PLANNING			
Little advance warning	4	2	--
Increased administrative workload	2	--	--
Inadequate lead-time to plan for interns' interests and abilities	--	2	--
Insufficient planning	--	--	2
SYSTEM PROCEDURES			
Procedures were changed during the school year	1	3	--
Was introduced too quickly	2	--	--
Some staffs are not clear about purpose	--	2	--
ROLE OF SUPERVISING TEACHER			
Role not clear	1	3	1

Table 5.8 (Continued)

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
ASSIGNMENT			
Some interns and supervising teachers are not compatible	1	3	--
Too much mobility prevents growth of both intern and students	--	2	1
Intern is not always appropriate for school needs	--	2	--
SPACE			
Interns don't have own classrooms or bases	--	1	4
ROLE OF INTERNS			
Guidelines for assignment of interns are unclear	1	11	5
Role lacks definition	1	8	8
Interns don't have enough independent responsibility	--	5	2
Interns can be treated as "student teachers"	1	2	4
Principals use some interns to fill vacancies or reduce loads rather than hiring teachers	--	5	2
Can be viewed as "cheap labor" or "gophers"	1	4	2
Interns need more meaningful work	--	4	--
Interns did not begin in September	2	1	--
Interns are too restricted in the amount of teaching allowed	2	--	--
Not perceived as regular teachers by students	--	--	2
Parents are confused over the role of interns	--	--	2
Interns are ineligible for vacancies during year in some school systems	--	--	2
Supervising teachers lack confidence in interns	--	--	2

Table 5.9

Opinions of 49 Interns about Help Received

Comments	f	%
POSITIVE		
Supervising teachers are very helpful/supportive	26	53
"Excellent"/"Outstanding"/"Super"/"Fantastic"/"Superb"	17	35
Other teachers, besides supervising teachers, are also helpful	12	24
Principal/assistant-principal provides useful feedback	10	20
"Very good"/"Just great"/"Very positive"	8	16
Principal/assistant-principal ensures that all details are covered	4	8
Am allowed freedom to try out ideas	3	6
"Positive"/"Good"	3	6
Supervising teachers point direction, but allow me to choose	2	4
Am viewed as a member of a team	2	4
NEGATIVE		
Principal/assistant-principal provides less feedback than expected	4	8
Assistant superintendent is less involved that anticipated	2	4
Less help is provided than expected	2	4
Help is provided only if requested	2	4
Supervising teachers have difficulty in leaving their own classes to observe and evaluate interns	2	4
Disappointed about help received in major subject area	2	4
Some give no feedback on teaching	2	4
"Overprotective"	1	2
Principal was ineffective in overcoming lack of help from my supervising teacher	1	2
Sometimes too much evaluation	1	2

Table 5.10

Percentages of the Day that 49 Interns Were in Charge of Classes Initially and Currently, and Associated Comments

	In Charge					
	At Commencement of Internship		In April 1986		Change over Year	
Percentage of Day	f	%	f	%	f	%
90% or more	1	2	6	13	1	2
80 - 89%	1	2	11	23	1	2
70 - 79	7	15	19	40	--	--
60 - 69	4	9	3	6	8	17
50 - 59	13	28	6	13	4	9
40 - 49	4	9	--	--	2	4
30 - 39	2	4	1	2	8	17
20 - 29	8	17	--	--	8	17
10 - 19	4	9	1	2	6	13
Less than 10%	3	6	--	--	9	19
Not applicable	2	--	2	--	2	--

Comments	f
Percentage is high because of team teaching	3
Gradual increase has occurred	3
Am never in charge--distinctive situation	2
Even when in charge, I still check with teachers	2
Spent first months preparing	2
Percentage fluctuates considerably from day to day	1
Have taught some full days	1
Have never been in charge of a class	1
Am mostly tutoring	1

schools stated that they could not be in charge because of their distinctive school situations. Also, a considerable amount of team teaching occurred where interns were responsible for working with sections of classes but supervising teachers retained overall control.

Preferences for Employment as Beginning Teachers Rather than as Interns (Table 5.11)

One third of the interns stated that they were "content" (or similar terms) to be interns, owing to perceived lack of pre-service preparation, their gradual progression into teaching, and guided acquisition of skills and broad experience. However, the majority (55%) would rather have been beginning teachers, mainly because of better pay, certification credit, feelings of competence after the B.Ed. program, and their desire for independence and security.

Satisfaction with Choice of Employment as Interns (Table 5.12)

The interns were asked "If you had the choice of doing the internship again, would you?" This question was meant to obtain their reactions to their decision to become interns in the autumn of 1985. However, a few initially interpreted the question to mean would they be willing to repeat the internship starting in September 1986. In any event, 67% replied that they were willing to do the internship again, 18% said "No" and 14% were "Undecided," showing general support for the experience. Eleven interns stated that they would have taken jobs as beginning teachers had they been offered.

Supervisory Training of Supervising Teachers (Table 5.13)

The supervising teachers were asked the following questions:

(a) Have you received any special training for supervising teachers and interns?
Yes ___ No ___
If "Yes," what was the nature of the training?
(b) What additional supervisory training would you like to have?

Table 5.11

Preferences of 49 Interns for Employment in 1985-86

Response	f	%
Yes--would rather have been a beginning teacher	27	55
No--content to be an intern	16	33
Undecided	6	12

Comments	f
Yes	
Receive better pay	12
Receive certification credit for experience	9
Felt capable of being a beginning teacher	6
Wanted more independence and own classroom	5
Would have felt more secure	3
But interns received more professional development	2
But not feel very confident about next year	2
No	
Didn't feel completely prepared	5
Can step into teacher's role more gradually	3
Have acquired the necessary skills this year	2
Substantial professional development has occurred	2
Have had the guidance of experienced teachers	2
Have had a broader experience than beginning teachers	2
Could try out approaches without repercussions	2

Table 5.12

Willingness of 49 Interns To Do Internship Again

Response	f	%
Yes	33	67
No	9	18
Undecided	7	14

Comments	f
Would have taken a job if offered one	11
Provided a good (or very good) experience	5
Pay is too low	2
Internship is better than substitute teaching	2
Feel even more qualified now	1
Obtained experience not otherwise available	1
At least it's something!	1
The program lacks focus	1
In comparison with being a beginning teacher, being an intern carries some stigma	1

Table 5.13

Supervisory Training of 65 Supervising Teachers

(a) Had Supervisory Training?

(i)

Yes	22	
No	43	(16 stated that they had been cooperating teachers)

(ii)

Type of Training	f
Workshops on internship	8
University courses	4
Teacher effectiveness program	4
Clinical supervision program	3
School system in-service	3
Practicum associate training	2
Other	2

(b)

Additional Supervisory Training Desired	f
Workshops on supervising interns	14
Workshops on internship program role expectations	13
Workshops on supervision/evaluation	11
None (practicum experience is sufficient)	5
Special university courses	3
Clinical supervision course	3
Two- or three-week course on supervision	2
Teaching effectiveness program	2
Other	4

Only 22 answered "Yes" to part (a), mainly citing workshops on the internship (8 respondents), university courses (4) and teacher effectiveness programs (4). Of the 43 who answered "No," 16 stated that they had been cooperating teachers for B.Ed. students during practica. The need for additional supervisory training was strongly supported, with a variety of types of training being mentioned. Thirteen supervising teachers also identified workshops on role expectations for the internship program, even though these did not constitute strictly supervisory training.

Willingness to Take Interns Again in 1986-87
(Table 5.14)

All principals and 91% of the supervising teachers expressed their willingness to take interns again in 1986-87. Two of the 65 supervising teachers said "No," and four were "Undecided." Most supported their willingness with statements about the positive benefits for the interns, supervising teachers, schools, students, and/or school systems. Four principals had already requested more interns for next year. Three supervising teachers cited heavy mental drain upon them as a reason for not taking further interns, and three would prefer to teach their own classes themselves.

Should Entry to Teaching Require Internship and Examination?

All who were interviewed were asked these questions:

Do you consider that entry to the teaching profession in Alberta should require either or both of the following?

(a) successful completion of an internship following the B.Ed. or B.Ed./A.D.
Yes ___ No ___ Undecided ___
If "Yes," how long should the internship be?
If "No," do you consider that the B.Ed. or B.Ed./A.D. program should contain a one-year internship in addition to the practicum?
Yes ___ No ___ Undecided ___

(b) passing of an examination set by an appropriate authority after the internship.
Yes ___ No ___ Undecided ___
Why did you choose this response?

Table 5.14

Willingness To Take Interns Again in 1986-87

Response	Principals (n = 42) f	Principals (n = 42) %	Supervising Teachers (n = 65) f	Supervising Teachers (n = 65) %
Yes	42	100	59	91
No	--	--	2	3
Undecided	--	--	4	6

Comments	Principals f	Supervising Teachers f
Yes		
Positive benefits for supervising teacher	10	13
Positive benefits and experience for interns	16	6
Positive experience for schools	16	4
Positive benefits for students	7	2
Provides new ideas/motivates staff	4	3
Have requested more interns for next year	4	--
Beneficial to school program	--	3
Enjoy working with interns	--	3
Interns need feedback and support	--	2
Positive benefits for school systems	2	--
Class sizes could be reduced	2	1
Have obligations to train teachers	2	1
No/Undecided		
Heavy mental drain on supervising teachers	--	3
Would rather teach own classes	--	3

Compulsory Internship (Table 5.15)

The principals as a group were more in favor of compulsory internship (71%) than were the supervising teachers (52%) and interns (51%), and especially so when compared with the beginning teachers (33%). Of those who favored compulsory internship, slightly over three quarters supported a one-year period. Those who opposed the idea of compulsory internship provided the views that it should be optional, that the practicum provides sufficient training and that the internship should be in the B.Ed. program.

Examination (Table 5.16)

Very little support was evident for the proposition that a post-internship examination be passed prior to full entry to the teaching profession. Only 5% of the principals, 12% of supervising teachers and 18% of interns supported the proposition, although four interviewees considered that the examination would improve status and quality. Those who were opposed--including seven beginning teachers--emphasized that appropriate evaluation during internship is sufficient, that teaching is difficult to assess by examination and that the B.Ed. program provides enough screening.

Should Permanent Certification Follow Internship? (Table 5.17)

Principals and supervising teachers were asked the following questions:

> If an internship of one year were compulsory for all beginning teachers in Alberta, do you consider that Permanent Certification should be granted following successful completion of the internship?
> Yes ___ No ___ Undecided ___

Only 14% of the principals and 28% of the supervising teachers answered "Yes." The most frequent rationale for opposing this possibility was that a period of full responsibility is needed before Permanent Certification is granted.

Recommended Internship Program Changes at the Provincial Level for 1986-87 (Table 5.18)

The recommended changes for the Alberta Provincial level were categorized under 13 headings. The most frequently mentioned changes were provision of more specific

Table 5.15

Should Entry to Teaching Require Internship After the B.Ed. Program?

	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)		Beginning Teachers (n = 12)	
Response	f	%	f	%	f	%	f	%
Yes	30	71	34	52	25	51	4	33
No	10	24	23	35	17	35	5	42
Undecided	2	5	8	12	7	14	3	25
If Yes - 1 year internship	24	80	26	76	19	77	3	75
other period of internship	6	20	8	24	6	23	1	25
If No, should B.Ed. program include internship and practicum?								
Yes	5	50	11	48	9	53	1	20
No	5	50	8	35	5	29	1	20
Undecided	--	--	4	17	3	18	3	60

Comments	f	f	f	f
Yes				
If internship, then no practicum	--	--	1	--
If more effective and structured	--	--	1	--
If same pay as for a beginning teacher	--	--	1	--
But should be free to accept a position	--	1	1	--
Can weed out unsuitable teachers	--	1	--	--
No/Undecided				
Internship should be optional	--	4	4	1
Practicum is sufficient	--	--	2	1
Internship should be in B.Ed.	3	1	2	2
Internship needs to be improved	--	--	--	2
Internship can constrain some people	--	--	1	--
"We survived before"	--	1	--	--
Too costly for taxpayers	1	--	--	--
Could depend on subject area	--	--	1	--
Systems may need teachers, not interns	1	--	--	--

Table 5.16

Should Entry to Teaching Require Success at Examination Following Internship?

Response	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)		Beginning Teachers (n = 12)	
	f	%	f	%	f	%	f	%
Yes	2	5	8	12	9	18	--	--
No	36	86	51	78	35	71	7	58
Undecided	4	10	6	9	5	10	5	42
Comments	f		f		f		f	
Yes								
Would improve status and quality	--		2		2		--	
If on appropriate professional aspects	--		--		3		--	
Check on practical/professional matters	--		2		--		--	
Would provide consistency in experiences	--		1		1		--	
Shows the intern knows the job	--		--		1		--	
If a job were to be guaranteed	--		--		1		--	
If on subject areas--not methodology	--		1		--		--	
No								
Appropriate evaluation is sufficient	24		24		14		6	
Teaching is difficult to assess by examination	11		17		17		4	
B.Ed. is sufficient screening	2		7		6		1	
Every situation is different	2		2		--		--	
Examination can stifle creativity	2		1		--		--	
Internship is for personal assessment	--		--		1		--	
Internship is to help career decisions	--		--		1		--	
Undecided								
Could tell what's been learnt	--		--		1		--	
Needed if teachers not well prepared	--		--		1		--	
Unnecessary if internship is appropriate	--		--		1		--	

Table 5.17

Should Permanent Certification Follow Successful Internship?

	Principals (n = 42)		Supervising Teachers (n = 65)	
Response	f	%	f	%
Yes	6	14	18	28
No	35	83	44	68
Undecided	1	2	3	5

Comments	f	f
Yes		
As long as a uniform exam is held	1	2
Internship is more intensive than the usual first-year experience	--	2
Could still require an additional year for marginally competent teachers	--	1
No		
Needs period of full responsibility	20	24
If a meaningful experience, it could count towards certification	5	6
Need two years after internship	2	9
Undecided		
Need to know more about the quality of internship	1	2

Table 5.18

Recommended Internship Program Changes at the Provincial Level for 1986-87

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
ROLE OF INTERNS			
Provide more specific guidelines about responsibilities	5	12	17
Ensure that all have a variety of experiences	1	3	--
ROLE OF SUPERVISING TEACHERS			
Provide more specific guidelines about responsibilities	5	7	6
Provide released time for supervising teachers	--	2	--
COMMUNICATION			
Provide more information about internship program purposes	--	1	5
Provide better criteria for internship program expectations	--	5	1
Provide information about internship experiences	2	--	--
Hold meetings of interns to share experiences	--	--	2
GUIDELINES			
Provide more specific guidelines for placement and experience of interns	2	5	11
Allow more flexibility in use of interns	--	2	--
MONITORING			
Provide more careful monitoring to ensure adherence to guidelines	3	7	5
ORIENTATION			
Have staff of Regional Offices of Education conduct orientation session for principals and supervising teachers	1	2	--
CERTIFICATION			
Allow internship experience to count toward certification	1	1	14
POST-INTERNSHIP EXPERIENCE			
Clarify expectations for interns after completion of internship	2	1	--
SUPPLY			
Provide more interns for schools, i.e., fill all positions	3	2	--
SALARY			
Increase salary of interns	3	4	4
Allow salary grid credit for internship	1	3	5

Table 5.18 (Continued)

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
EVALUATION			
Provide clearer guidelines for evaluation of interns	--	3	2
Provide a common format for evaluation	--	--	2
STAFF DEVELOPMENT			
Provide supervisory training for supervising teachers	2	1	1
PLANNING			
Ensure that planning is improved	--	1	2

guidelines about the responsibilities of interns and supervising teachers and about the types of placements and experiences of interns. Needs for better information and improved monitoring were also supported. Fourteen interns supported a change which would allow the internship experience to count toward certification. Three or four of each employee group identified a need to increase the salary of interns, whereas five interns, three supervising teachers and one principal proposed that salary grid credit should be allowed for the internship year.

Recommended Internship Program Changes at the School Level for 1986-87 (Table 5.19)

Eight headings were used to categorize the changes recommended for the school level for the second year of the internship program. In addition to recommending that roes be specified more clearly, the interviewees identified many aspects related to planning and administration, especially notification of schools, orientation of all teachers about the internship, and provision of appropriate experiences for the interns.

Additional Changes Recommended for the Provincial and School Levels if Internship Were Made Compulsory (Tables 5.20 and 5.21)

Principals, supervising teachers and interns were asked the following question: "What additional changes would you recommend if the internship program were made permanent and compulsory for all beginning teachers?" In relation to the Provincial level, none of the suggested changes differed substantially from those reported above and in Table 5.18. The school-level suggestions were also similar to those shown in Table 5.19, except for a concern to give supervising teachers more time for supervision, more supervisory training and better orientation.

Suggested B.Ed. Program Changes if Internship Were Required of All Teachers

Interviewees were asked this question:

> What changes would you see as being necessary in teacher preparation programs in Alberta if the internship were a requirement for all beginning teachers?
> (a) in courses
> (b) in the practicum.

Table 5.19

Recommended Internship Program Changes for the School Level for 1986-87

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
DUTIES OF INTERNS			
Relate teaching to interns' interests, abilities and	2	5	3
Provide more variety in teaching opportunities	3	1	5
Reduce interns' teaching workloads	--	4	1
Require interns to be at school before classes start in September	--	5	--
Give interns more responsibility for classes	--	--	3
EVALUATION AND SUPERVISION			
Evaluate more frequently	1	2	2
Establish evaluation plans and guidelines early	--	1	3
Ensure that interns are properly supervised	--	2	2
Provide more time for discussions	--	2	1
Document expectations for improvement of interns	--	2	--
ROLE OF INTERNS			
Clarify role early	--	3	3
Allow interns to participate in planning their experiences	--	--	2
ROLE OF SUPERVISING TEACHERS			
Clarify role	--	6	4
PLANNING			
Use more and better planning	2	4	5
Plan more gradual introduction to and increase in duties	--	2	2
Involve interns in school planning	1	--	2
ORIENTATION			
Hold orientation programs for all teachers	2	6	5
Provide better orientation for interns	--	--	4
Provide orientation for supervising teachers early in the year	--	4	--
Give a detailed job description to interns	--	--	2
APPOINTMENT OF INTERNS			
Notify schools earlier about approval of internship positions and interns selected	8	6	4
Notify interns earlier about employment	--	--	2
FACILITIES			
Assign interns their own rooms/space	1	--	4

Table 5.20

Additional Changes Recommended in the Internship Program at Provincial Level if Internship Were Compulsory

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
GUIDELINES			
Provide more specific guidelines for placement and experience of interns	1	6	4
Ensure that interns have some tasks for which they are fully responsible	2	--	--
CERTIFICATION			
Allow internship experience to count toward certification	1	7	8
MONITORING			
Provide more careful monitoring to ensure adherence to guidelines	2	--	--
SALARY			
Increase salary paid to interns	--	6	3
Allow salary grid credit for the internship year	--	--	2
EVALUATION			
Introduce a Province-wide system for evaluating interns	--	3	--
POST-INTERNSHIP EMPLOYMENT			
Clarify expectations for interns after completion of internship (perhaps job guarantees)	--	2	2
RELATIONSHIP TO B.ED.			
Include internship in B.Ed. program	2	4	1
FUNDING			
Provide sufficient funding to ensure that internship is attractive to school systems	4	--	--

Table 5.21

Additional Changes Recommended in the Internship Program at School Level if Internship Were Compulsory

Response	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
DUTIES OF INTERNS			
Give interns a greater variety of experiences	--	2	--
GUIDELINES			
Provide clearer guidelines	--	1	2
EVALUATION AND SUPERVISION			
Give supervising teachers released time for supervision	3	2	--
Supervision should be better organized	--	--	2
PLANNING			
Better planning of interns' experiences	3	2	3
ORIENTATION			
Provide better orientation for principals and supervising teachers	--	2	2
TRAINING OF SUPERVISING TEACHERS			
Provide supervision training for supervising teachers	--	2	--
APPOINTMENT OF INTERNS			
Inform principals and interns earlier about placements	3	--	2
Ensure that supervising teachers and interns are fully compatible	1	2	1
Match interns and school needs carefully	1	2	--

Courses (Table 5.22)

Most of the suggestions and comments made about courses related to current B.Ed. programs and were not direct answers to the question. There was clear support for courses which emphasized practical aspects, especially planning, classroom management and effective teaching techniques. A substantial proportion of respondents--especially the interns--saw little or no change as needed.

Practicum (Table 5.23)

Interviewees answered the question about the impact of compulsory internship upon the practicum more directly than they did the question about its impact on courses. Opinions were divided on the issue of changes in length of the practicum. Some, especially those who favored a more practical B.Ed. program, proposed expansion of the practicum, particularly in the early years of the program. However, some other interviewees considered that the practicum could be cut back or even discontinued. These possible changes had proponents in each of the three major employee groups interviewed. Others favored incorporation of the internship in the B.Ed. program, either as a fourth or fifth year.

Preferences for Agencies to Administer a Compulsory Internship Program

(Table 5.24)

Principals and supervising teachers were asked this question:

> If a one-year internship were compulsory for all beginning teachers in Alberta, which organization or organizations do you consider should have the major responsibility for the administration (excluding policy formation) of the internship program?
> (a) Alberta Education
> (b) Alberta Teachers' Association
> (c) Individual school systems
> (d) Universities
> (e) A consortium: specify composition
> (f) Other: please specify.

The consortium alternative was favored by 56% of the principals and 68% of the supervising teachers, with arrangements involving school systems and universities being most commonly advocated. Having school systems bear the major responsibility was favored by 38% of the principals but by only 9% of the supervising teachers. The most

Table 5.22

Suggested Changes in B.Ed. Program Courses if Internship Were Required of All Teachers

Suggestion/Comment	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
Have a course on classroom management, especially on discipline	8	8	2
Have more practical courses, e.g., on course planning, split grades and the register	2	8	7
Some courses are of little value	2	2	7
No change except a course on internship	3	5	3
Place more emphasis on effective teaching courses	5	1	1
Have more curriculum and instruction courses, especially in specializations	1	2	4
Have stronger concentration on subject specializations	--	2	2
Reduce course work and add more practice teaching	--	1	3
Have a course dealing with special children	--	1	2
Have a course on test development	--	--	2
Have a course on child development	--	2	--
No or little change	7	14	17
No opinion/undecided	14	26	4

Table 5.23

Suggested Changes in B.Ed. Program Practicum if Internship Were Required of all Teachers

Suggestion/Comment	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
Expand practicum in early years of B.Ed. program	4	8	6
Cut back practicum	5	5	6
Move practicum to third year and place internship in fourth year of B.Ed. program	1	3	7
Discontinue practicum	2	2	6
Move practicum to third year and place internship in fifth year of B.Ed. program	1	4	1
Increase length of practicum	--	2	4
Use practicum to allow students to decide upon teaching as a career and upon preferred grade levels	3	1	1
Practicum should focus on practical matters	1	2	1
Relate practicum closely to courses	--	2	--
Have practicum experiences in each year	--	--	2
No change	17	21	14
Don't know/No opinion/Undecided	6	11	4

Table 5.24

Preferences for Agencies to Have Major Responsibility for Administering a Compulsory Internship Program for Beginning Teachers

Agency	Principals		Beginning Teachers	
	f	%	f	%
(a) Alberta Education	2	5	1	2
(b) Alberta Teachers' Association	1	2	3	5
(c) School systems	16	38	5	9
(d) Universities	--	--	2	4
(e) Consortium				
- unspecified	--	--	2	4
- (a) (b) (c) (d)	7	17	9	16
- (c) (d)	5	12	4	7
- (a) (b)	--	--	4	7
- (a) (c) (d)	4	10	6	11
- (a) (d)	3	7	3	5
- other specified	4	10	10	18
(f) Undecided	--	--	6	11
Total	42	100	55	100

commonly favored consortium if all consisted of all four of the agencies listed--Alberta Education, Alberta Teachers' Association, school systems and universities. This was the only arrangement in which involvement of the Alberta Teachers' Association received any substantial support.

Ratings of the Value of the Internship Program

The principals, supervising teachers and interns were asked to answer this question:

> What is your overall assessment of the value of the current Alberta internship program?
>
> 1 2 3 4 5 6 7 8 9 10 0
> Poor Excellent Unable to judge

Their responses are presented below in these ways: overall distributions, distributions by school level, and distributions by sex.

Overall Distributions (Table 5.25)

The 42 principals tended to rate the value of the program more highly (mean of 8.4) than did the supervising teachers (7.6) and interns (7.5). Substantial percentages of these three groups, 40%, 27% and 20%, assigned ratings of 9 or higher. No principal assigned a rating lower than 6.5, whereas 20% of the supervising teachers and 16% of the interns assigned ratings below this value.

Distributions by School Level (Table 5.26)

The ratings of value by respondents were categorized first by school level. The small numbers in each level do not permit defensible generalizations to be drawn, but the fact that all three respondent groups tended to show higher mean ratings for the 12 elementary schools than for 10 senior high schools is worthy of note.

Distributions by Sex (Table 5.27)

The 40 female supervising teachers tended to rate the value of the internship program slightly higher than did the male supervising teachers (means of 7.7 and 7.4), but the reverse occurred for the 41 female and 9 male interns (7.4 cf. 8.1). Again, the small numbers make generalizations difficult to defend, so these data are presented for interest only.

Table 5.25

Ratings of the Value* of the Current Internship Program

	Principals (n = 42)		Supervising Teachers (n = 65)		Interns (n = 49)	
Rating	f	%	f	%	f	%
10	6	14	9	4	6	12
9.5	1	2	1	2	--	--
9	10	24	7	11	4	8
8.5	4	10	--	--	--	--
8	13	31	18	28	15	31
7.5	1	2	3	5	4	8
7	4	10	12	18	8	16
6.5	2	5	1	2	2	4
6	--	--	7	11	2	4
5.5	--	--	--	--	--	--
5	--	--	2	3	3	6
4.5	--	--	--	--	--	--
4	--	--	3	5	3	6
3.5	--	--	--	--	--	--
3	--	--	1	2	--	--
Unable to judge	1	2	1	2	2	4
Mean	8.4		7.6		7.5	

*The value was assessed on a scale ranging from 1 (Poor) to 10 (Excellent)

Table 5.26

Ratings of the Value* of the Current Internship Program by Interviewees Classified by School Level**

School Level	Number of Schools	Principals (n = 41)			Supervising Teachers (n = 64)			Interns (n = 47)		
		Range	n	Mean	Range	n	Mean	Range	n	Mean
K-6 1-6	12	6.5-10	12	8.5	4-10	18	8.2	4-10	13	8.0
K-8 K-9 1-9 5-9 6-9	9	7.5-10	9	8.5	6-10	15	8.3	5-10	9	7.5
7-9	6	7-9.5	6	8.8	5-9	7	7.0	4-9	5	7.3
1-12 Special	2	9-10	2	9.5	8	3	8.0	5-9	3	7.3
7-12 8-12	3	8	2	8.0	4-8	4	6.5	6-10	3	7.7
10-12	10	6.5-10	10	8.1	3-8	17	6.8	4-10	16	7.4
Total	42	6.5-10	41	8.4	3-10	64	7.6	4-10	47	7.5

*Value was rated on a scale ranging from 1 (Poor) to 10 (Excellent).
**Responses of "Unable to judge" have been omitted.

Table 5.27

Ratings of the Value* of Current Internship Program by Supervising Teachers and Interns Classified by Sex

	Supervising Teachers (n = 65)				Interns (n = 49)			
	Female		Male		Female		Male	
Rating	f	%	f	%	f	%	f	%
10	6	15	3	12	4	10	2	25
9.5	1	3	--	--	--	--	--	--
9	5	13	2	8	4	10	--	--
8.5	--	--	--	--	--	--	--	--
8	12	30	6	24	12	29	3	38
7.5	2	5	1	4	3	7	1	13
7	4	10	8	32	8	20	--	--
6.5	1	3	--	--	2	5	--	--
6	5	13	2	8	2	5	--	--
5.5	--	--	--	--	--	--	--	--
5	--	--	2	8	2	5	1	13
4.5	--	--	--	--	--	--	--	--
4	2	5	1	4	3	7	--	--
3.5	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--
Unable to judge	1	3	--	--	1	2	1	13
Total	40	100	25	100	41	100	8	100
Mean	7.7		7.4		7.4		8.1	

*Value was rated on a scalle ranging from 1 (Poor) to 10 (Excellent).

Overall Assessment: Other Comments (Table 5.28)

Interviewees added some comments when assessing the value of the internship program. These remarks provided little new information or insight. Perhaps the most noteworthy set of comments was the view of five supervising teachers that the internship program will become more beneficial as we learn from this experience.

Additional Comments
(Table 5.29)

At the end of the interviews, respondents were asked to provide any additional comments. These were categorized under the eight headings as shown in Table 5.29. Again, they did not add much new information beyond that obtained in earlier questions. The most frequent comments related to positive assessments of the internship experience, the need for better planning and clearer guidelines, and the desirability of obtaining certification credit and higher salaries.

Opinions of Beginning Teachers

The opinions of the 12 beginning teachers, other than those opinions presented in Tables 5.15 and 5.16, are provided in this section under headings which reflect the thrust of the questions.

Comparisons of Experiences (Table 5.30)

The beginning teachers were asked this question:

How do you compare your experience as a beginning teacher with that of the intern(s) in your school?
(a) your orientation
(b) how you are supervised
(c) your professional development activities
(d) your duties
(e) other aspects.

Substantial proportions of the beginning teachers felt that they could not make the requested comparison. Those who could compare deemed the orientation to be about the same for beginning teachers and interns. Three thought that the supervision afforded each was probably the same, and three made the same judgement about the professional development activities provided. The others usually considered that interns received more supervision/evaluation and professional development. Only four beginning teachers

Table 5.28

Other Comments Associated with Overall Assessments of the Value of the Internship Program

Comments	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
Interns obtain many rewards	2	2	8
Some "kinks" need to be worked out	--	3	4
Internship will be more beneficial as we learn from experience with it	--	5	--
Upset because interns probably can't obtain employment in systems	3	1	2
Need better guidelines and role descriptions	1	1	2
Supervising teachers obtain rewards	--	2	--
Should be credited toward experience for certification	--	--	2
Will improve the profession of teaching	2	--	--

Table 5.29

Additional Comments

Comments	Principals (n = 42) f	Supervising Teachers (n = 65) f	Interns (n = 49) f
BENEFITS FOR INTERNS			
Valuable positive learning experience	4	3	6
Helps in transition	--	--	2
PLACEMENT OF INTERNS			
Interns and supervising teachers should be compatible	--	2	2
Interns should be matched to situations	--	3	--
POST-INTERNSHIP EMPLOYMENT			
Internship should be a selection mechanism	1	--	2
Should help interns obtain employment	2	--	--
OVERALL PROGRAM			
Want to see internship continue	4	7	1
Clarify guidelines and role descriptions	1	2	4
Should be compulsory either for all beginning teachers or for none	--	2	4
Excellent program	3	2	--
Should be monitored carefully	--	2	1
Needs more careful planning	2	--	--
RELATIONSHIP TO B.ED.			
Incorporate with/integrate in B.Ed. program	2	2	--
SALARY			
Should be increased	2	3	--
BENEFITS TO SUPERVISING TEACHERS			
A pleasure to work with another teacher	--	4	--
Has been enjoyable	--	4	--
Good professional growth	--	2	--
CERTIFICATION			
Experience should count toward certification	2	1	4

Table 5.30

Comparisons by the 12 Beginning Teachers of Their Experiences and Those of Interns in the Same Schools

Response	f
ORIENTATION	
Identical/probably the same	7
Cannot compare/no comparison provided	5
SUPERVISION	
Cannot compare/no comparison provided	6
Probably the same	3
Interns receive more supervision/evaluation	3
PROFESSIONAL DEVELOPMENT	
Cannot compare/no comparison provided	5
Probably the same	3
Interns have more professional development activities	2
Beginning teacher has more professional development activities	1
Interns receive much more encouragement	1
DUTIES	
No information/don't know	8
Probably similar	1
Beginning teacher has more variety	1
Intern has more variety	1
Intern moves more gradually into teaching	1
OTHER ASPECTS	
Intern receives lower salary	2
Beginning teacher has a home room	2
Generally treated exactly the same by other teachers	2
Intern has lower status	1
Have more in common with intern than with other teachers	1
Have a good relationship with intern	1
Some interns teach in too many areas	1

compared their duties with those of interns, and all of their comparisons were different. Concerning other aspects, two replied that they were treated exactly the same as the interns by other teachers, while others mentioned differences in salary, having home rooms, and status.

Assistance Wanted (Table 5.31)

This question was worded as follows:

> In what aspects of teaching, if any, would you like to have received more assistance?
> (a) from staff at your school
> (b) from staff in the central office of your school system.

Nine beginning teachers did not want any more assistance from school staff, and 11 replied similarly with respect to assistance from central office staff. The additional assistance that they wanted included more general advice, a mentor early in the year, more course guidance, more consultation time, better orientation, more information on roles and procedures and more funds for programs.

Most Positive Features (Table 5.32)

In order to obtain comparative information, the 12 beginning teachers were asked "What are the most positive features of being a beginning teacher rather than an intern?" Those features which were identified by at least three beginning teachers were more realistic salary/benefits (9 respondents), having control of classes/students (7), more secure careers (5), having more responsibility (4), having more esteem/status (4), having control of programs (3), and receiving permanent certification credit (3).

Most Negative Features (Table 5.33)

The most negative features of being beginning teachers as compared with being interns were perceived to relate mainly to having less time for planning (3 mentions) and lacking "back-up" help when faced with problems (2), as well as having responsibility without sufficient experience (2). The interns were seen to be more involved in developmental activities of various types (3), to receive more help (2), and to have more time for preparation and development of specializations (1).

Table 5.31

Aspects in Which the 12 Beginning Teachers Wanted More Assistance

Aspect	f
FROM SCHOOL STAFF	
More general assistance from subject team	2
A mentor in the first few weeks	2
More guidance on a course	1
More time available for consultation	1
Better orientation	1
More information on rules and procedures	1
None/treated very well/very helpful	9
FROM CENTRAL OFFICE STAFF	
More funds for programs	1
None/treated very well	11

Table 5.32

Perceptions of the 12 Beginning Teachers of the Most Positive Features of Being Beginning Teachers Rather than Interns

Most Positive Features	f
Receive more realistic salary/benefits	9
Have control of my class/students	7
Know that my career is probably more secure	5
Have more responsibility	4
Have more esteem/status as a teacher	4
Have control of the program	3
Receive credit toward permanent certification	3
Have my own home room	2
Become competent faster because of full schedule	2
Have pride in being a beginning teacher	1
Have stability in my assignment	1
Provides consistency for students	1
Have program continuity	1
Have opportunity to see student improvement	1
Have more chance for professional development	1

Table 5.33

Perceptions of the 12 Beginning Teachers of the Most Negative Features of Being Beginning Teachers Rather than Interns

Most Negative Features	f
Have less time for planning because of heavy work load	3
Have responsibility without sufficient experience	2
Without "back up" when faced with problems	2
Interns receive more help	2
People expect more of beginning teachers	1
Internship allows time for full preparation and to develop a specialization	1
Internship allows time to see entire school operation	1
Receive insufficient communication	1
Interns have more freedom for travel around the school system	1
Interns are more involved in professional development activities	1
Interns have some negative feelings toward beginning teachers because of salary	1
Have made mistakes that would have been avoidable with more help	1

Employment Preferences (Table 5.34)

Ten of the 12 beginning teachers stated that they would rather be beginning teachers than interns. Two would rather have been interns so that they could have had some supervised experience. The most common reasons provided to support the preference for their current status were reasonable pay (5 mentions) and perceptions that the internship is not yet properly organized and monitored (3).

Other Comments (Table 5.35)

Various "other comments" were provided by the 12 beginning teachers about both their experiences and the internship program. Six conceded that they had found their first year hard. Their comments about the internship were diverse, covering topics already referred to earlier in this report.

Summary

A stratified, random, representative sample of 42 schools throughout Alberta was selected. Confidential interviews were conducted in these schools in April and May 1986 with 42 principals (or designates), 65 supervising teachers, 49 interns and 12 beginning teachers.

Information provided in the interviews showed that the orientation, supervision and professional development activities for interns varied widely from school to school, as did the duties assigned to interns. Some interns taught very little, whereas others had about the same teaching loads as regular teachers. These variations largely reflected a lack of clarity in role descriptions and poor understanding of the purposes of the internship program.

Reduction of unemployment among teachers was the main reason advanced to account for the introduction of the program. The interviewees agreed strongly with the goals of refining teaching skills and developing professional relationships, less strongly with the goal of assessing the intern's suitability for placement, and even less with further development of the professional skills of supervising teachers.

Initially the interns averaged about 55% of each day in charge of classes; this had increased to about 75% by April/May, but considerable variability occurred among the schools. Many were engaged in diverse activities which gave them greater insight into school operations and enriched the lives of the schools. The most positive features identified by the respondent groups collectively were benefits of

Table 5.34

Preferences of the 12 Beginning Teachers about Being Interns Rather than Beginning Teachers

Preference	f	%
Yes--rather be an intern	2	17
No--rather be a beginning teacher	10	83

Comments	f
YES	
Could have used more supervised experience, but not for a full year	2
NO	
Nice to receive reasonable pay	5
Internship is not yet properly organized or monitored	3
Have been a substitute teacher for two years	1
Enjoy idea of permanent contract next year	1
Have more control and freedom	1
Have had good experience in this school	1
Would feel inhibited as an intern	1
Would have less security as an intern	1

Table 5.35

Other Comments of the 12 Beginning Teachers

Comment	f
I am enjoying teaching after a hectic first semester	1
"It was a hard, hard year"	1
Did not know what was expected	1
Difficult to learn how to plan and actually to undertake planning	1
"It might be valuable to cut down the load of a beginning teacher"	1
"First year was rough." Would have been easier with better practicum or internship, but probably not a full year	1
Best way to learn is just to go and do it	1
First year should be 50% teaching and 50% other activities involving many teachers and the university	1
Intern has less respect that I do--internship is like substitute teaching	1
Don't know much about what the intern does	1
Recommend that internship be compulsory as the fourth year of the B.Ed. program	1
Too much uncertainty concerning post-internship employment	1
Internship should either be compulsory for all or be unavailable	1
Strict internship guidelines are needed	1

of various types to the interns, supervising teachers, schools and pupils. The most negative features were the low salary, the denial of credit toward permanent certification, lack of role clarity, and some misassignment of interns. Generally, the interns were very positive about the help that they received from their supervising teachers and others. A slight majority (55%) of the interns would rather have been beginning teachers, but 67% stated that, had they had the benefit of current hindsight, they would still have opted for the internship. All principals and 91% of the supervising teachers were willing to engage interns again in 1986-87. Most of the supervising teachers had had no supervisory training, and many wanted this to be provided.

Changes which respondents felt should be initiated at the Provincial level for 1986-87--including those if the internship were made permanent and compulsory--related mainly to more specific guidelines, better monitoring and a higher salary for interns. Changes recommended for the school and school system levels involved better placement and richer experience of interns, better planning, earlier notification to schools of the interns selected, more structured orientation, provision of more time for supervision by supervising teachers and better training for those teachers.

With respect to entry to the teaching profession, 71% of the principals favored a period of compulsory internship, but this was supported by only slight majorities of the supervising teachers and interns. The suggestion that entry might also require success at a post-internship examination was viewed negatively. Another suggestion, that permanent certification be granted after successful completion of an internship, was also rejected. When contemplating the impact of compulsory internship upon the B.Ed. program, respondents favored greater practical orientation to courses, but opinions concerning the impact upon the practicum were mixed and frequently were contradictory. Most interviewees considered that a consortium of some type would be best placed to administer a compulsory internship program, but 38% of the principals thought that school systems alone should have this responsibility.

The 12 beginning teachers were not able to compare all aspects of their experiences with those of interns in the same schools. However, they noted that the interns received more help, and they considered that, in view of the difficulties associated with first-year teaching, they would have benefited from this help as well as from mentoring and time for consultation. Most were pleased that they were beginning teachers rather than interns; reasons related to salary and benefits, security, responsibility and status.

Finally, the internship program was rated highly or moderately highly overall by most interviewees, although the principals tended to rate the program considerably higher than did the interns and their supervising teachers. A synthesis of the content of the interviews as a whole could be stated as follows: In spite of difficulties associated with rapid introduction of the internship program, especially with respect to role clarity and purposes, the 1985-86 experience has shown that a well-planned internship can be of very great benefit to neophyte teachers as well as to their supervising teachers and their schools.

APPENDIX A

INTERVIEW SCHEDULE: PRINCIPALS

INTERVIEW SCHEDULE - PRINCIPALS

The purpose of this interview is to obtain your opinions about aspects of the current Alberta Internship Program. As you know, one purpose of the Internship Program is to facilitate the transition from university student to professional teacher. Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed by principals, but the source of individual opinions will not be identified.

---

1. What do you feel was the main reason for introduction of the Internship in Alberta?

2. Please describe these aspects of the Internship Program in your school.

   (a) orientation of the Intern
   (b) supervision of the Intern
   (c) professional development activities for the Intern
   (d) duties of the Intern
   (e) special arrangements

3. From your perspective as a principal, what are the most positive features of the Internship Program?

4. From your perspective as a principal, what are the most negative features of the Internship Program?

5. What are your views on each of these stated purposes of the Alberta Internship Program?

   (a) refinement of teaching skills
   (b) development of professional relationships
   (c) assessment of the Intern's suitability for placement
   (d) further development of the professional skills of Supervising Teachers

6. What changes would you see as being necessary in teacher preparation programs in Alberta if the Internship were a requirement for all beginning teachers?

   (a) in courses
   (b) in the practicum

7. Do you consider that entry to the teaching profession in Alberta should require either or both of the following?

    (a) successful completion of an Internship following the B.Ed. or B.Ed./A.D.

    Yes ____ No ____ Undecided ____

    If "Yes," how long should the Internship be?

    If "No," do you consider that the B.Ed. or B.Ed./A.D. program should contain a one-year Internship in addition to the practicum?

    Yes ____ No ____ Undecided ____

    (b) passing of an examination set by an appropriate authority after the Internship

    Yes ____ No ____ Undecided ____

    Why did you choose this response?

8. What suggestions would you make for improvement of the Internship Program in 1986-87?

    (a) in your school
    (b) in the overall provincial program

9. What additional changes would you recommend if the Internship Program were made permanent and compulsory for all beginning teachers?

    (a) in your school
    (b) in the overall provincial program

10. If a one-year Internship were compulsory for all beginning teachers in Alberta, which organization or organizations do you consider should have the major responsibility for the administration (excluding policy formation) of the Internship Program?

    (a) Alberta Education
    (b) Alberta Teachers' Association
    (c) Individual school systems
    (d) Universities
    (e) A consortium: specify composition
    (f) other: please specify

11. If an Internship of one year were compulsory for all beginning teachers in Alberta, do you consider that Permanent Certification should be granted following successful completion of the Internship?

    Yes ____ No ____ Undecided ____

12. Would you take another Intern next year?

Yes ____ No ___ Undecided ____

Why did you choose this response?

13. What is your overall assessment of the value of the current Alberta Internship Program?

1 2 3 4 5 6 7 8 9 10 0
Poor Excellent Unable to judge

14. Any other comments?

APPENDIX B

INTERVIEW SCHEDULE: SUPERVISING TEACHERS

INTERVIEW SCHEDULE--SUPERVISING TEACHERS

The purpose of this interview is to obtain your opinions about aspects of the current Alberta Internship Program. As you know, one purpose of the Internship Program is to facilitate the transition from university student to professional teacher. Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed by Supervising Teachers, but the source of individual opinions will not be identified.

---

1. What do you feel was the main reason for introduction of the Internship in Alberta?

2. Please describe the Internship Program in your school.

   (a) orientation of your Intern
   (b) supervision of your Intern
   (c) professional development activities for your Intern
   (d) duties of your Intern
   (e) special arrangements

3. From your perspective as a Supervising Teacher of your Intern, what are the most positive features of the Internship Program?

4. From your perspective as a Supervising Teacher of your Intern, what are the most negative features of the Internship Program?

5. What are your views on each of these formal objectives of the Alberta Internship Program?

   (a) refinement of teaching skills
   (b) development of professional relationships
   (c) assessment of the Intern's suitability for placement
   (d) further development of the professional skills of Supervising Teachers

6. What changes would you see as being necessary in teacher preparation programs in Alberta if the Internship were a requirement for all beginning teachers?

   (a) in courses
   (b) in the practicum

7. **Do you consider that entry to the teaching profession in Alberta should require either or both of the following?**

   (a) **successful completion of an Internship following the B.Ed. or B.Ed./A.D.**

   Yes ____ No ____ Undecided ____

   If "Yes," how long should the Internship be?

   If "No," do you consider that the B.Ed. or B.Ed./A.D. program should contain a one-year Internship in addition to the practicum?

   Yes ____ No ____ Undecided ____

   (b) **passing of an examination set by an appropriate authority after the Internship**

   Yes ____ No ____ Undecided ____

   Why did you choose this response?

8. **What suggestions would you make for improvement of the Internship Program in 1986-87?**

   (a) in your school
   (b) **in the overall provincial program**

9. **What additional changes would you recommend if the Internship Program were made permanent and compulsory for all beginning teachers?**

10. (a) **Have you received any special training for supervising teachers and Interns?**

    Yes ____ No ____

    If "Yes," what was the nature of the training?

    (b) **What additional supervisory training would you like to have?**

11. **If a one-year Internship were compulsory for all beginning teachers, which organization or organizations do you consider should have the major responsibility for the administration (excluding policy formation) of the Internship Program?**

    (a) Alberta Education
    (b) **Alberta Teachers' Association**
    (c) **Individual school systems**
    (d) **Universities**
    (e) **A consortium: specify composition**
    (f) **other: please specify**

12. If an Internship of one year were compulsory for all beginning teachers in Alberta, do you consider that Permanent Certification should be granted following successful completion of the Internship?

Yes ____ No ____ Undecided ____

13. Would you be willing to supervise another Intern next year?

Yes ____ No ____ Undecided ____

Why did you choose this response?

14. What is your overall assessment of the value of the current Alberta Internship Program?

1 2 3 4 5 6 7 8 9 10 0
Poor Excellent Unable to judge

15. Any other comments?

APPENDIX C

INTERVIEW SCHEDULE: INTERNS

INTERVIEW SCHEDULE - INTERNS

The purpose of this interview is to obtain your opinions about aspects of the current Alberta Internship Program. As you know, one purpose of the Internship Program is to facilitate the transition from university student to professional teacher. Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed by the Interns themselves, but the source of individual opinions will not be identified.

---

1. Please describe these aspects of the Internship Program in your school.
    (a) your orientation
    (b) how you are supervised
    (c) your professional development activities
    (d) your duties
    (e) other aspects

2. What are your opinions about the help that you have received from teachers and administrators?

3. From your perspective as an Intern, what are the most positive features of the Internship Program?

4. From your perspective as an Intern, what are the most negative features of the Internship Program?

5. What are your views on each of these stated purposes of the Alberta Internship Program?
    (a) refinement of teaching skills
    (b) development of professional relationships
    (c) assessment of the Intern's suitability for placement
    (d) further development of the professional skills of Supervising Teachers

6. What changes would you see as being necessary in teacher preparation programs in Alberta if the Internship were a requirement for all beginning teachers?
    (a) in courses
    (b) in the practicum

7. Do you consider that entry to the teaching profession in Alberta should require either or both of the following?

   (a) successful completion of an Internship following the B.Ed. or B.Ed./A.D.

   Yes ____ No ____ Undecided ____

   If "Yes," how long should the Internship be?

   If "No," do you consider that the B.Ed. or B.Ed./A.D. program should contain a one-year Internship in addition to the practicum?

   Yes ____ No ____ Undecided ____

   (b) passing of an examination set by an appropriate authority after the Internship.

   Yes ____ No ____ Undecided ____

   Why did you choose this response?

8. What suggestions would you make for improvement of the Internship Program in 1986-87?

   (a) in your school
   (b) in the overall provincial program

9. What additional changes would you recommend if the Internship Program were made permanent and compulsory for all beginning teachers?

   (a) in your school
   (b) the overall provincial program

10. In retrospect, would you prefer to have been a beginning teacher this year rather than an Intern?

    Yes ____ No ____ Undecided ____

    If Yes or No, why?

11. What is your overall assessment of the value of the current Alberta Internship Program?

1	2	3	4	5	6	7	8	9	10	0
Poor									Excellent	Unable to judge

12. If you had the choice of doing the Internship again, would you?

    Yes ____ No ____ Undecided ____

13. What average percentage of the school day were you in charge of a class when you commenced your Internship in this school year? ____%

14. What average percentage of the school day are you currently in charge of a class? ____%

15. Any other comments?

APPENDIX D

INTERVIEW SCHEDULE: BEGINNING TEACHERS

INTERVIEW SCHEDULE - BEGINNING TEACHERS

IN SAME SCHOOL AS INTERN

The purpose of this interview is to obtain your opinions about aspects of the current Alberta Internship Program. As you know, one purpose of the Internship Program is to facilitate the transition from university student to professional teacher. Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed by beginning teachers, but the source of individual opinions will not be identified.

---

1. How do you compare your experience as a beginning teacher with that of the Intern(s) in your school?

   (a) your orientation
   (b) how you are supervised
   (c) your professional development activities
   (d) your duties
   (e) other aspects

2. Do you consider that entry to the teaching profession in Alberta should require either or both of the following?

   (a) successful completion of an Internship following the B.Ed. or B.Ed./A.D.

   Yes ____ No ____ Undecided ____

   If "Yes," how long should the Internship be?

   If "No," do you consider that the B.Ed. or B.Ed./A.D. program should contain a one-year Internship in addition to the practicum?

   Yes ____ No ____ Undecided ____

   (b) passing of an examination set by an appropriate authority after the Internship

   Yes ____ No ____ Undecided ____

   Why did you choose this response?

3. In what aspects of teaching, if any, would you like to have received more assistance?

   (a) from staff at your school
   (b) from staff in the central office of your school system

4. What are the most positive features of being a beginning teacher rather than an Intern?

5. What are the most negative features of being a beginning teacher rather than an Intern?

6. In retrospect, would you prefer to have been an Intern this year rather than a beginning teacher?

   Yes ____ No ____ Undecided ____

   Why did you choose this response?

7. What average percentage of the school day were you in charge of a class when you commenced teaching in this school year? ____%

8. What average percentage of the school day are you currently in charge of a class? ____%

9. Any other comments?

APPENDIX E

COVERING LETTER TO PRINCIPALS BY E. W. RATSOY

University of Alberta
Edmonton

Canada T6G 2G5

Department of Educational Administration
Faculty of Education

7-104 Education Building North, Telephone (403) 432-5241

4 April 1986

Further to Dr. Bosetti's letter (attached), I wish to provide some details about the interviews relevant to our evaluation of the Alberta Internship Program.

These interviews will be conducted in your school in April or early May by one of the professors named below.

I would like to suggest that he/she spends about 30-45 minutes with you, and about the same period of time with one or two Supervising Teachers who have directly worked with your Intern, and your Intern(s) and Beginning Teacher(s), if any, as identified below.

The interviewer will be telephoning you directly to set up an actual date and times.

We look forward to the opportunity to obtain your views and those of your staff about this new initiative in education in Alberta. I wish to reiterate Dr. Bosetti's comment about the importance of your input in the evaluation process.

Yours sincerely,

Eugene W Ratsoy

Eugene W. Ratsoy
Professor

p.c. Superintendents of Schools

Intern(s):

Beginning Teacher(s):

University of Alberta--Professors D. Friesen, E. Holdaway,
F. Levasseur-Ouimet, E. Ratsoy, & C. Tardif
University of Calgary--Professors A. Boberg, F. Johnson, & W. Unruh
University of Lethbridge--Professors M. Greene & F. Sovka

APPENDIX F

COVERING LETTER TO PRINCIPALS BY R. A. BOSETTI

Alberta
EDUCATION

Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2

April 1, 1986

Principals, Selected Schools participating
in the Initiation to Teaching Project

As you are probably aware, the Initiation to Teaching Project in Alberta is being evaluated for Alberta Education by a research team of 12 professors from the Universities of Alberta, Calgary and Lethbridge. Dr. Eugene Ratsoy of the University of Alberta is Project Director.

The comprehensive evaluation process includes collection of data from the following sources: classroom observation; examination of the daily logs of interns and beginning teachers; questionnaires to be completed by superintendents, principals, supervising teachers, interns, and beginning teachers; interviews with the same groups; interviews with people in government departments, the Alberta Teachers' Association, the Alberta School Trustees' Association, the Alberta Catholic School Trustees' Association, the Conference of Alberta School Superintendents, and the Alberta Federation of Home and School Associations; and interviews and questionnaires involving staff and students in the Faculties of Education. The purposes of the evaluation are as follows:

1. To recommend changes for the 1986-87 Project year;
2. To recommend whether internship should be a requirement for all beginning teachers in Alberta; and, if so,
3. To recommend what changes, if any, should be made to the present approach.

Your school has been selected as one of 40 schools in which interviews are to be conducted to obtain opinions about the Initiation to Teaching Project. Interviews will be conducted with yourself, your supervising teachers, and your intern. At the same time, any beginning teachers who are in your school may be interviewed as well.

I am writing to request that you cooperate fully with the research team. Your opinions are extremely important input for the evaluation.

Sincerely,

Reno A. Bosetti
Deputy Minister

c.c. Superintendents of Schools

CHAPTER 6

INTERVIEWS DURING CLASSROOM OBSERVATIONS

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INTERVIEWS DURING CLASSROOM OBSERVATIONS

The evaluation of the Initiation to Teaching Project included two observation phases. This chapter provides a discussion of the information collected at interviews of interns and beginning teachers during the first stage, from November 1985 to January, 1986. The report is divided into three sections: (1) a description of the methodology employed to collect interview data; (2) a summary of results and discussion of selected findings; and (3) two appendices. Appendix A describes the categories used to code data collected during the interviews, and Appendix B summarizes the open-ended comments by respondents.

Method

Sample

Stratified random samples of interns and "matching" beginning teachers were drawn from lists provided by Alberta Education. These samples comprised 151 interns from a population of 652 and 120 beginning teachers from a population of 613 employed by school jurisdictions in various parts of the Province. These interns and beginning teachers were visited by trained observers to collect (1) observational data on the teaching strategies employed in the classrooms and (2) interview data including a log of daily activities in which the respondents engaged. This chapter reports on the latter aspect. Each respondent participated in an interview session with an observer/coder and completed a daily log sheet. All 271 interviews and daily logs were completed.

Procedures

Nine observers were recruited and trained in classroom observation techniques. Data were collected from November 12, 1985 to January 10, 1986. In addition to completing a classroom observation record, each observer conducted a brief structured interview with every individual observed. Questions were based upon an interview schedule, which dealt with the following matters: (1) activities in which the interns and beginning teachers had already been involved since commencing employment in the fall of 1985 (such as teaching, observing, preparation, supervision and meetings); (2) the amount of teaching done as a percentage of the school day; (3) the nature, extent and location of in-service education activities in which they had participated; (4) the extent and sources of supervisory assistance; and (5) global ratings of their overall experience as interns or beginning teachers. In addition, the respondents were asked to complete log sheets, each showing a full day of school-related activities and the time spent on each activity.

Data Analysis

Content analysis techniques were employed to identify categories of responses for each of the questions in the interview schedule. Based on the review of a sample of responses, a coding system was devised. Then all responses to each interview question were analyzed and categorized. The researchers attempted to devise category labels which reflected as accurately as possible the wealth and diversity of the information gathered. As a result, the first sets of categories were long. Later, when close examination of the results of the initial analysis revealed that some categories used represented specific examples of the same phenomenon, these categories were collapsed. A detailed listing and explanation of the final categories used in coding the interview data is given in Appendix A.

Results

Analysis of the data revealed substantial differences between interns and beginning teachers on a range of dimensions. These differences are examined below.

Types of School-Related Activities

The 24 different types of school-related activities in which both interns and beginning teachers participated are listed in Table 6.1. These include activities related to the instructional aspects of the intern's or teacher's role (categories 1 to 10), administrative activities (category 11), extra-curricular activities (categories 12 to 15) and professional development and other types of meetings (categories 16 to 23). The number and variety of activities reported confirmed that the scope of the teacher's role is broad.

Interns appeared to be involved in a slightly greater number of different activities than were beginning teachers. The average number of different types of activities in the first three months or so of the school year was 6.05 for interns as compared with 5.78 for beginning teachers. Although the types of activities reported by the two groups of respondents were similar, two activities were much more characteristic of interns. First, higher proportions of interns than beginning teachers reported observation of

Table 6.1

Types of School-Related Activities Reported by Interns and Beginning Teachers

Types of Activities	Interns (n = 151) f	Interns (n = 151) %	Beginning Teachers (n = 120) f	Beginning Teachers (n = 120) %
1. Classroom teaching	143	94.7	119	99.2
2. Assisting the teacher	14	9.3	--	--
3. Tutoring	4	2.6	1	0.8
4. Substitute teaching	1	0.7	2	1.7
5. Observing classroom teaching	131	86.8	54	45.0
6. Planning and preparing	130	86.1	94	78.3
7. Correcting assignments	22	14.6	15	12.5
8. Supervising students	117	77.5	96	80.0
9. Counselling students	3	2.0	1	0.8
10. Library activities	1	0.7	3	2.5
11. Administrative activities	7	4.6	3	2.5
12. Athletic activities	54	35.8	30	25.0
13. Concerts	13	8.6	16	13.3
14. Clubs	25	16.6	12	10.0
15. Other extra-curricular activities	22	14.6	18	15.0
16. General staff meetings	83	55.0	76	63.3
17. Specialized meetings--internal	23	15.2	42	35.0
18. Discussions with peers	8	5.3	12	10.0
19. Meetings with supervising teachers	15	9.9	1	0.8
20. General professional development meetings held outside the school	8	5.3	14	11.7
21. Focused professional development meetings held outside the school	18	11.9	22	18.3
22. Meetings with parents or other members of the community	24	15.9	29	24.2
23. Meetings whose purpose and participants were not specified	47	31.1	31	25.8
24. Other, e.g., pilot-testing new programs	1	0.7	3	2.5

classroom teaching (86.8% as compared to 45%). Second, 9.3% of the interns reported involvement in assisting teachers; no beginning teacher mentioned this activity. These findings led to a conclusion that the role of intern is somewhat different from that of a beginning teacher.

Percentage of Time Devoted to Teaching

Frequency distributions for differing amounts of time devoted to teaching by interns and beginning teachers are provided in Table 6.2. Although almost all respondents reported classroom teaching as an activity in which they engaged (94.7% of interns and 99.2% of beginning teachers), it is the amount of time devoted to teaching in the first three months that represents the greatest point of difference between interns and beginning teachers. Only 15% of the interns reported that they were involved in what might be viewed as full-time teaching (90% or more of the time); this compared with 85% for the beginning teachers.

These results suggest that, in comparison with those individuals hired as first-year teachers, the majority of interns were not expected to take on full-time teaching duties--at least, not immediately. It seemed that interns were eased into the task of teaching, with some (13.2%) specifically reporting gradual increases in teaching loads over the three month period. It is possible that the number of those experiencing "gradual immersion" exceeded 13%. However, it was not possible to determine, from the data on those who reported high percentages of time in classroom teaching, the number who had gradually increased their teaching loads to these levels.

Types of Professional Development Activities

Table 6.3 summarizes the different types of professional development activities that were reported by interns and beginning teachers. Most respondents indicated that they had been involved in several professional development activities; however, small percentages stated that they had not attended any such activities (4.6% of interns and 4.2% of beginning teachers). As with the range of activities in general, interns reported involvement in a slightly higher average number of professional development activities than did the beginning teachers (2.98 as compared with 2.58 for beginning teachers). Comparison of the two lists of percentages reveals also that the percentages of interns and of beginning teachers reporting involvement in two particular professional development activities listed differed. These activities were: orientations for interns and beginning teachers; and specialized workshops. It seems there is greater recognition on the part of school boards

Table 6.2

Percentage of Time Devoted to Teaching

	Interns (n = 151)		Beginning Teachers (n = 120)	
	f	%	f	%
1. No teaching reported	1	0.7	--	--
2. Less than 50%	8	5.3	1	0.8
3. 50% - 59%	15	9.9	3	2.5
4. 60% - 69%	22	14.6	--	--
5. 70% - 79%	35	23.2	1	0.8
6. 80% - 89%	17	11.3	3	2.5
7. Full time (90% or more)	23	15.2	102	85.0
8. Several part-time positions, total less than full time	--	--	7	5.8
9. Gradual increase in teaching load reported	20	13.2	1	0.8
10. Other	1	0.7	1	0.8
11. Information not provided	9	6.0	1	0.8

Table 6.3

Types of Professional Development Activities in Which the Two Groups Participated

	Interns (n = 151)			Beginning Teachers (n = 120)		
Type of Activity	f	%	Average Number of Times Participated	f	%	Average Number of Times Participated
1. Reported participating in none	7	4.6		5	4.2	
2. Orientation for interns and beginning teachers	83	55.0	1.37	26	21.7	1.15
3. Professional development day(s) and effective teaching sessions	90	59.6	1.44	57	47.5	1.25
4. Specialized workshops	89	58.9	1.79	90	75.0	1.97
5. Professional association meetings	11	7.3	1.18	4	3.3	1.00
6. Other, or not specified	12	7.9	1.08	15	12.5	1.00
Total for reported activities (2 to 6)	144	95.4	2.98	115	95.8	2.58

Many respondents mentioned more than one professional development activity of the same type. The column "Average Number of Times Participated" refers only to those respondents who reported that type of activity (total activities divided by "f" not "N").

that orientation activities should be provided for interns, since a higher percentage of interns reported attending orientation activities than did beginning teachers (55% as compared with 22%). Specialized workshops, however, involved a greater percentage of beginning teachers than interns (75% as compared with 59%). Involvement in these workshops--which were often subject-related--would appear to be either more valuable to or more frequently attended by those involved in full-time teaching.

Supervisory Assistance Provided

Sources and extent of assistance. Respondents were asked to comment on the supervisory assistance that they had received, by indicating who had provided the assistance and the number of supervisory visits made by each type of supervisor. The interns and beginning teachers had both had multiple supervisory visits within the time period in question, and these were by multiple supervisors. Most reported that some form of supervisory assistance had been provided. All but one of the interns indicated that they had received help from at least one supervisor each. However 9% of the beginning teachers reported that, at the time of interview, no supervisory assistance had been provided. When the returns for interns alone were examined, it appeared that, in keeping with the guidelines for the Initiation to Teaching Project, their primary source of supervisory assistance was supervising teachers. As indicated in Table 6.4, 60% of interns reported having received supervisory help from this source. Just over half of the interns identified in-school administrators as their source of supervisory assistance and more than a third mentioned other teachers. The corresponding figures for beginning teachers were 4%, 76% and 27%.

Comparison of the two respondent groups reveals that the main sources of supervisory assistance for interns--in terms of frequency of mention--were supervising teachers, in-school administrators, administrators or supervisors from central office, and other teachers. Administrators and supervisors from the school board office were identified as being the second most frequently mentioned source of supervisory assistance for beginning teachers. However, these people were reported as having limited involvement with the interns. Other categories of personnel occasionally providing supervisory assistance were mentors, friends and school counsellors.

Nature of the assistance. As reported in Table 6.5, the supervisory assistance received by interns from the various types of supervisors was described as primarily informal (36%), that is, being observed and receiving suggestions from the observer, and collegial (29%), that is,

Table 6.4

Supervisory Assistance Provided

	Number of Respondents Visited and Average Number of Visits per Respondent					
	Interns (n = 151)			Beginning Teachers (n = 120)		
Supervisor Providing the Assistance	f	%	Average Number of Visits	f	%	Average Number of Visits
1. No assistance provided	1	0.7		11	9.2	
2. Supervising teacher	91	60.3	1.11	5	4.2	1.00
3. Mentor or friend	6	4.0	1.00	1	0.8	1.00
4. Other teacher	56	37.1	1.09	32	26.7	1.00
5. School counsellor	--	--	--	2	1.7	1.00
6. In-school administrator	77	51.0	1.27	91	75.8	1.24
7. Administrator or supervisor from central office	15	9.9	1.07	47	39.2	1.28
8. Other, or not specified	8	5.3	1.25	7	5.8	1.43
Total for supervisory visits reported (2 to 8)	150	99.3	1.95	109	90.8	2.05

Some respondents mentioned more than single supervisory visits and more than single supervisors. The column "Average Number of Visits" refers only to those respondents who reported that category of supervisors.

Table 6.5

Types of Supervisory Assistance Provided to Interns

Supervisor	Types of Supervisory Assistance											
	Formal		Informal		Collegial Assistance		Bringing in a Resource Person		Not Specified		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Supervising teacher	15	5.1	48	16.4	26	8.9	1	0.3	11	3.8	101	34.6
Mentor or friend	--	--	1	0.3	3	1.0	--	--	2	0.7	6	2.1
Other teacher	3	1.0	7	2.4	36	12.3	--	--	15	5.1	61	20.9
School counsellor	--	--	--	--	--	--	--	--	--	--	--	--
In-school administrator	30	10.3	40	13.7	16	5.5	--	--	12	4.1	98	33.6
Administrator or supervisor from central office	8	2.7	7	2.4	--	--	--	--	1	0.3	16	5.5
Other, or not specified	--	--	4	1.4	3	1.0	--	--	3	1.0	10	3.4
Total	56	19.2	107	36.6	84	28.8	1	0.3	45	15.1	292	100.0

Some respondents mentioned more than one supervisory visit and more than one supervisor. Percentages shown are based on total visits made (293).

working with or assisting the supervisor. Almost a fifth of assistance provided to interns (19%) was formal, and this was provided mainly by in-school administrators. The informal assistance came primarily from supervising teachers and in-school administrators. The collegial assistance was provided mainly by other teachers and, to lesser extents, by supervising teachers and in-school administrators.

As with the interns, the type of assistance most frequently identified by the beginning teachers (Table 6.6) was informal (39%), although for them formal evaluations exceeded collegial assistance in the ratio of 24% to 16%. As with the interns, formal evaluation for beginning teachers was provided primarily by in-school administrators; but, unlike the interns, beginning teachers also had considerable formal supervision from central office administrators and supervisors. For beginning teachers, unlike interns, informal supervision was provided primarily by in-school administrators or supervisors (12%). Not unexpectedly, the collegial assistance for both groups of respondents was provided mainly by other teachers. Also worthy of mention was the occasional use of resource persons brought in, presumably, to provide special assistance not available in the schools.

In summary, in terms of frequency of mention, the types of supervisory assistance provided to interns were: informal, primarily from supervising teachers, followed by collegial, primarily from other teachers, and finally, formal, primarily from in-school administrators. For beginning teachers, the order was: first, informal, primarily from in-school administrators, second, formal, rather than collegial, also primarily from in-school administrators, and third, collegial, primarily from other teachers. Administrators and supervisors from central offices also provided supervision--more often for beginning teachers than for interns. Mentors, friends and school counsellors, all of whom were used infrequently, tended to provide informal or collegial assistance.

Level of Satisfaction

Interns and beginning teachers were asked to rate, on a seven-point scale, their degrees of satisfaction with their overall experience to date. Some chose ratings between the numbers provided, for example, 6.5. Table 6.7 indicates that majorities of both interns and beginning teachers were either moderately satisfied or highly satisfied with their experience. Few reported low levels of satisfaction, that is, ratings below 4.0. In comparing the reactions of the two groups, it is interesting to note that interns reported a slightly higher average level of satisfaction with their experience (5.9) than did beginning teachers (5.7). Thirty-one percent of the former assigned the highest

Table 6.6

Types of Supervisory Assistance Provided to Beginning Teachers

Supervisor	Types of Supervisory Assistance										Total	
	Formal		Informal		Collegial Assistance		Bringing in a Resource Person		Not Specified			
	f	%	f	%	f	%	f	%	f	%	f	%
Supervising teacher	--	--	2	0.9	3	1.4	--	--	--	--	5	2.3
Mentor or friend	--	--	--	--	1	0.5	--	--	--	--	1	0.5
Other teacher	--	--	7	3.2	20	9.0	--	--	5	2.3	32	14.5
School counsellor	--	--	--	--	2	0.9	--	--	--	--	2	0.9
In-school administrator	32	14.5	55	24.9	10	4.5	1	0.5	15	6.8	113	51.1
Administrator or supervisor from central office	21	9.5	27	12.2	--	--	1	0.5	11	5.0	60	27.1
Other, or not specified	2	0.9	--	--	1	0.5	2	0.9	3	1.4	8	3.6
Total	55	24.9	91	41.2	37	16.7	4	1.8	34	15.4	221	100.0

Some respondents mentioned more than one supervisory visit and more than one supervisor. Percentages shown are based on total visits made (232).

Table 6.7

Overall Rating of Teaching Experience

Satisfaction Level		Interns (n = 151) f	%	Beginning Teachers (n = 120) f	%
1	(Not satisfied)	1	0.7	--	--
1.5		--	--	--	--
2		2	1.3	--	--
2.5		1	0.7	--	--
3		1	0.7	4	3.3
3.5		--	--	1	0.8
4	(Moderately satisfied)	10	6.6	11	9.2
4.5		--	--	--	--
5		15	9.9	23	19.2
5.5		3	2.0	8	6.7
6		70	46.4	48	40.0
6.5		1	0.7	--	--
7	(Highly satisfied)	47	31.1	25	20.8
Average		5.94		5.68	

possible rating for their experience to date (7) whereas only 21 percent of beginning teachers provided a similar rating. At the other end of the scale, four interns indicated low levels of satisfaction by rating their experience below 3 on the scale; no beginning teachers expressed such dissatisfaction.

Variety of School-Related Activities

In addition to structured interviews, each intern or beginning teacher was asked to complete a log sheet indicating the specific activities in which he or she was engaged on the day of the visit and the time spent on each activity. In this way, the respondents reported a wide range of different types of school-related activities. Many of the activities were the same as those identified during interviews when they were asked to report on activities engaged in since the beginning of the year. In one sense, the list based on the daily logs is a source of validation for the initial list (Table 6.1). However, the present analysis provides additional information, most specifically the average time spent on each activity. The results in Table 6.8 indicate that the types of activities that both interns and beginning teachers engage in during a school day are very similar; only minor differences exist.

A greater percentage of interns than beginning teachers reported being involved in assisting teachers or participating in team teaching (11% vs. 2%) and in consulting with supervising teachers (14% vs. 9%). From the numerous entries made in the daily log sheets and from the indications of the amounts of time spent on each of the activities listed, it was evident that both interns and beginning teachers are extremely busy. Most respondents indicated that they were engaged in school-related activities during breaks and the noon hour as well as out-of-school hours. The average amount of time spent on school work outside of school hours was approximately two hours and twenty minutes each day for teacher interns and almost three hours per day for beginning teachers.

Summary

Interviews with 151 interns and 120 beginning teachers were conducted at the time of the fall visits to schools for the purpose of classroom observations. The interns reported being involved in an average of 6.05 different school-related activities in the first three or four months of the school year whereas for the beginning teachers this average was 5.78. The types of activities reported by the two groups were similar with classroom teaching; planning and preparing; supervising students; attending general staff

Table 6.8

Variety of School-Related Activities Reported and Time Spent on These for the Day of Observation

Type of Activity	Interns (n = 151) f	Interns (n = 151) %	Interns (n = 151) Average Minutes per Day	Beginning Teachers (n = 120) f	Beginning Teachers (n = 120) %	Beginning Teachers (n = 120) Average Minutes per day
1. Classroom teaching	145	96.0	198	119	99.2	236
2. Assisting the teacher or team teaching	32	21.2	64	4	3.3	39
3. Individualized teaching	37	24.5	57	11	9.2	69
4. Class visits to library	6	4.0	33	4	3.3	24
5. Laboratory work	--	--	--	2	1.7	61
6. Reading to students	6	4.0	23	8	6.7	19
7. Commencement and religious exercises	14	9.2	51	19	15.9	39
8. Supervision of uninterrupted silent reading	15	9.9	20	18	15.0	20
9. Administrative duties and tasks of a routine nature	27	17.9	30	37	30.8	25
10. Supervising examinations	1	0.7	--*	3	2.5	18
11. Counselling, meeting with students	12	7.9	32	9	7.5	24
12. Supervising detentions	2	1.3	18	4	3.3	14
13. Supervising students out-of-class (playgrounds, halls)	47	31.1	32	42	35.0	35
14. Observing classroom teaching	24	15.9	61	2	1.7	28
15. Planning and preparing classroom activities	127	84.1	86	97	80.8	75
16. Correcting assignments	37	24.5	42	24	20.0	39
17. Planning and supervising extra-curricular activities	48	31.8	53	27	22.5	37
18. Participating in professional development activities	18	11.9	53	24	20.0	43
19. Consulting with supervising teacher	22	14.6	35	11	9.2	44
20. Communicating with parents	1	0.7	270	2	1.7	56
21. Breaks--lunch, recess, etc.	80	53.0	42	69	57.5	38
22. Socializing with the staff	7	4.6	32	8	6.7	20
23. Working on school-related activities after school hours	133	88.1	141	111	92.5	167
24. Other	5	3.3	34	9	7.5	59

*Not specified.

and other special meetings; professional development activities; athletics, clubs, concerts and other extra-curricular activities; correcting assignments and meetings with parents or other members of the community being the more frequently mentioned by both groups. Higher proportions of interns than beginning teachers reported being involved in the observation of classroom teaching; about one in five interns but very few beginning teachers reported involvement in assisting other teachers or team teaching.

Entries made in the daily log sheets revealed that on average interns and beginning teachers were very busy during the school day. Most indicated they were engaged in school-related activities during breaks and the noon hour as well as during out-of-school hours. The average amount of time spent on school work outside of school hours was approximately two hours and twenty minutes each day for interns and almost three hours per day for beginning teachers.

Only 15% of interns reported being involved in full-time teaching during the first few months of the school year whereas 85% of beginning teachers made this same claim. Interns were much more likely than beginning teachers to report a gradual increase in teaching load over this period of time.

The average number of professional activities in which interns engaged was slightly higher than that of beginning teachers (2.98 compared with 2.58). Interns more frequently than beginning teachers reported involvement in orientation activities (55% as compared with 22%) but a higher percentage of beginning teachers than interns reported involvement in subject-related workshops (75% as compared with 59%).

By the time of the fall interviews, primarily mid-November and early December, interns were only slightly more likely than beginning teachers (99% vs. 91%) to have received supervisory assistance. For interns this assistance came from supervising teachers (60%), in-school administrators (51%), other teachers (37%), and supervisors and administrators from central office (10%), in that order. Beginning teachers reported their supervisory help as coming from in-school administrators (76%), supervisors and administrators from central office (39%), other teachers (27%) and supervising teachers (4%). Other categories of personnel occasionally providing supervisory assistance were mentors, friends and school counsellors. Nine percent of beginning teachers but only one intern reported that no assistance had been provided.

The type of supervisory assistance most frequently received by interns and beginning teachers was informal (36%

vs. 39%), that is being observed and receiving suggestions from the observer. Collegial assistance, involving working with or assisting the "supervisor"--usually another teacher--was more likely for interns than beginning teachers (29% vs. 16%), whereas formal supervision was slightly more likely for beginning teachers than for interns (24% vs. 16%).

On the seven-point scale used to indicate the levels of satisfaction with their teaching experience to date the majority both of interns and of beginning teachers indicated they were either moderately satisfied or highly satisfied, with the overall mean for interns at 5.9 and that of beginning teachers at 5.7. Thirty-one percent of interns and 21% of beginning teachers rated their experience a 7; whereas four interns but no beginning teachers assigned ratings below 3 indicating low satisfaction with their experience.

APPENDIX A

EXPLANATIONS OF CATEGORIES USED TO CODE THE DATA COLLECTED DURING INTERVIEWS

Interview Question 1

The first question asked during interviews dealt with the types of school-related activities in which interns and beginning teachers were involved. Many of the categories presented in Table 6.1 need no explanation. A few, however, require explanation to show the nature of the activities that were included. The second category, "assisting the teacher," includes all activities where the work was shared by the intern or beginning teacher with one or more regular teachers; thus, team teaching fell in this category, as did "helping the teacher with group work." Working with individual students was included in the category "tutoring." Category 7, "correcting assignments," included all activities referred to as marking and grading. Category 8, "supervising students," included all types of supervisory activities, from hallway and playground supervision to supervising students working at their desks. Category 9, "counselling students," included career counselling and students talking over their personal problems with the teacher or intern. Library activities, Category 10, included helping students choose books and reading to students. Category 11, "administrative duties," included purchasing equipment or materials, doing inventory, preparing report cards, completing presence and absence sheets and so on. All sports-related activities such as coaching, meetings to organize athletic activities and supervision of intramurals were included in Category 12. As most of the interviews were conducted during November and December, preceding the Christmas season, many respondents specifically mentioned concerts (Category 13). A great number reported their involvement with various school clubs (Category 14). All other intramural activities such as fund raising, parties, preparing for awards night and so on were included in Category 15. Meetings were often described in considerable detail. The different types of meetings are itemized separately in Categories 16 to 23. Category 24 could have been labelled "miscellaneous"; it included all responses that did not relate to the prior categories.

Interview Question 2

The second interview question asked each respondent to state how much teaching he or she had been doing as a percentage of the school day. The categories used for the analysis are shown in Table 6.2. They ranged from "less than 50%" to "full-time (90% or more)." In addition, one of the categories used was "reported a gradual increase in teaching load." Another category was established to accommodate the reports of those holding part-time positions which totalled less than full-time equivalent positions.

Interview Question 3

The third interview question was: "What in-service educational activities have you participated in (e.g., workshops, intern programs, etc.)? When and where held? Time spent?" Table 6.3 presents the categories used to classify the various types of professional development activities in which beginning teachers and interns were involved. Included in the category "Orientation for interns and beginning teachers" were all of the activities designed to orient and to induct the beginning teachers and interns. The category "specialized workshops" included a range of focused activities such as computer workshops, immersion in-services and "magic circle" workshops. This category also included subject-specific in-service activities and other sessions of a highly specialized nature. The "professional association meetings" category included all professional development activities mentioned which were judged to be directly related to the professional association, the best examples being ATA meetings and ATA in-service sessions.

Interview Question 4

Those interviewed were asked to report on the types of supervisory assistance they had received and on who had provided the assistance: "To what extent have you received supervisory assistance? From whom have you received assistance?" The frequency and percentage frequency counts appear in Tables 6.4, 6.5 and 6.6. Most categories used in these tables are self-explanatory. It is important, however, to note that "formal" supervisory assistance refers to supervisory assistance which resulted in written evaluation reports. "Informal" supervisory assistance includes reported instances of the beginning teacher or intern being observed in the classroom and then being provided with suggestions by the observer, as well as reports that "the principal popped in." "Collegial supervisory assistance" was identified by statements such as "working with" or "receiving assistance from" someone.

Several categories were established to account for the variety of people who were responsible for providing supervisory assistance to beginning teachers and interns. The category "in-school administrators" includes principals, vice-principals and assistant principals, and department heads. The category "administrators and supervisors" from central office includes superintendents, consultants and supervisors of teacher interns. All other category labels used are self-explanatory.

Interview Question 5

Beginning teachers and interns were asked to rate their overall experience on a seven-point scale. Because several respondents chose mid-points between numbers, for example, 5.5, the categories used to code the responses were extended from the original seven to thirteen in order to reflect these mid-points. Thus, 1 to 2.5 were treated as indicative of low satisfaction, 3 to 5, as indicative of moderate satisfaction, and 5.5 to 7 as indicative of high satisfaction.

Categories Used to Code Daily Logs

On the daily log sheet, each beginning teacher or intern was asked to indicate the activity, subject, grade and time spent on all school-related activities during the day on which the observation visit took place. Given the variety of responses and differences in specificity, 25 categories were eventually established to account for the great range of activities reported by respondents. Furthermore, the amount of time spent during the day on each school-related activity was converted to minutes. Many respondents reported beginning their work days very early in the morning and finishing very late at night. For this reason, an arbitrary decision was made to set the beginning of the school day at 7:30 a.m. and the end of the school day at 3:30 p.m., so all school-related activities before 7:30 a.m. and after 3:30 p.m. were assigned to Category 23, "working after school." Category 1, "teaching," includes activities such as explaining, presenting, leading discussion groups, and helping groups. "Team teaching" and "individualized teaching" were assigned to separate categories, as were "reading to students" and "classroom visits to the library." Respondents reported in great detail on activities undertaken at the beginning of the school day; an effort was made to capture only the major differences in Category 7 ("commencement and religious exercises") and Category 8 ("uninterrupted silent reading"), the latter also including silent reading whenever in the day it occurred. Category 9, "administrative duties," includes all tasks of a routine nature, for example preparing students for lunch, recording attendance and filling out report cards. Category 10, "supervising examinations," was created as a category different from the more all-encompassing category, "supervision of students out of class." Category 16 includes all activities referred to as correcting, marking or grading assignments. Category 17, "planning and supervising extra-curricular activities," includes all sports activities, clubs and concerts. Category 18, "participating in professional development activities," includes meetings of all kinds, from special in-service training activities to general staff meetings. The remaining categories used in classifying the responses to the fifth interview question are self-explanatory.

APPENDIX B

REPORTING ON THE ADDITIONAL COMMENTS BY RESPONDENTS

Introductory Comments

Several of the interview guides reported additional comments made by the respondents. Many of these were expressions of general reactions to the internship program--praising it, criticizing it or raising particular concerns. Recommendations and suggestions were also included. These additional comments are summarized below because they provide an interesting qualitative dimension to the study.

Praise for the Internship Program

Many of the unsolicited comments portrayed a very positive picture of the program. Several interns simply reported being very satisfied with the program without elaborating on their responses. Others, however, commented on the variety of activities in which they were involved, adding that the program provided a good overview. One intern commented positively about the gradual increase in the teaching load. Another liked the responsibility and the autonomy. Still another indicated that she was entirely satisfied with her present situation, and she reported having accepted an internship in preference to a full-time teaching appointment.

Some respondents indicated that their satisfaction with the program was a result of satisfaction with their particular settings. For example, one intern stated that she had had "a very good experience at this school." Still another reported being well treated at the school but added that, outside of school, "the program itself is ill-defined."

Many of the positive comments were accompanied by statements identifying a variety of concerns. For example, one teacher intern stated that he enjoyed what he was doing but that he was not sure what direction the program would take. Several respondents indicated that they were happy with the program but that they were dissatisfied with particular aspects of the program such as the supervision, the work load and the lack of information. The following section deals specifically with the concerns and criticisms mentioned.

Criticisms and Concerns

Criticisms of the internship program included such comments as "far too little money for the amount of work expected," "I thought I'd have some control but this is not the case," and "I often don't know what will occur next." One intern wondered about the overall consistency and fairness in the teaching loads of interns. Another lamented that she does not have her own classroom. Still another felt that the experience would be better if the status of the intern were equivalent to that of a teacher; the "in-between" role was said to be sensed by the students. Support for this idea was provided by another respondent who indicated that her status was really more that of a student teacher than that of an intern. Still another reported that, at first, she functioned as a teacher aide. One intern valued the feedback received but found the constant supervision stressful and distracting. A few interns reported being dissatisfied with their internships but stated that they were enjoying teaching.

The criticisms or concerns expressed relate to a great variety of aspects of the program. Certain major concerns however were recurrent; most were presented in the form of suggestions or recommendations. A summary of these appears in the next section.

Suggestions and Recommendations

Participants in the interviews presented wide-ranging suggestions and recommendations. Some would like to see networking opportunities with other interns. They felt this would help to reduce the stress and pressure they were experiencing. A few respondents stated that there is a need for a better understanding between the supervising teachers and other staff members concerning the use of interns. Among the suggestions included were a need for more workshops, a need to define the supervising teacher's role more clearly, a need for a better definition of the type of supervision that is expected, and a need to provide a better role description for the interns.

By far the most frequent recommendations or suggestions concern the need for more structure in the program: "guidelines are vague to the schools"; "clearer Alberta Education guidelines on duties are needed"; "could be better informed regarding duties, responsibilities, extent of activities"; "more structure from the Department of Education." In addition, a substantial number of respondents suggested that internship should "count towards a degree" or "that there should be some contribution towards certification."

Conclusion

The additional comments made by respondents reveal that there may be as many different opinions as there are respondents. It is necessary, however, to go beyond the diversity of opinion and to note one very important aspect: most of the respondents who provided these additional comments were making suggestions for changes which they felt would lead to improvements in the program. These suggestions are an added source of insight for program evaluators and policy makers.

CHAPTER 7

SURVEY OF SUPERINTENDENTS

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SURVEY OF SUPERINTENDENTS

One aspect of the evaluation of the Initiation to Teaching Project was to analyze and summarize the results of reports that superintendents were required to submit to Alberta Education by the summer of 1986. These reports were based on the monitoring guidelines sent to the school jurisdictions by Alberta Education. The project evaluation team considered that some additional important evaluation issues needed to be addressed and decided to conduct a further survey of the superintendents as well as reviewing their mandatory reports. This chapter addresses the results of the survey of superintendents.

Method

The survey instrument (see Appendix A) was developed and reviewed by the project team with advice from the central office staff of a relatively large school jurisdiction. The survey addressed issues that related directly to the effectiveness of the ITP but which were not included in Alberta Education's requirements. In particular the survey investigated the criteria used to select interns and supervising teachers, the process used to determine their professional development needs, and the mechanisms employed to fulfil those needs. In addition, the survey solicited information on superintendents' perceptions of the impact of the program on various aspects of education and teacher preparation, the adequacy of Alberta Education procedures and guidelines, as well as the effectiveness of the internship project, and it also solicited some more general opinions about the notion of internship.

Sample

A mailing list of all Alberta superintendents and directors of school jurisdictions (for example, private and special schools) was obtained from Alberta Education. The list contained 287 names, of which 27 were associated with approved private schools. Of the 287 jurisdictions, 115 were identified by Alberta Education as each having at least one intern. The surveys were mailed to the superintendents or directors of those 115 jurisdictions.

Procedure

The surveys were mailed in late March 1986 with requests to return them in enclosed self-addressed envelopes to the evaluators at the University of Lethbridge. A covering letter from the Deputy Minister of Education accompanied the questionnaires. Surveys were not coded, so a follow-up reminder was sent to all 115 superintendents approximately ten days after the initial mailing.

Completed surveys were received from 86 superintendents, that is, 74.8% of the 115 mailed. Three of these superintendents indicated that they did not have interns in their districts at that time.

Analysis

Numerical data were entered into a computer and were subsequently verified and analyzed using descriptive statistics. Open-ended responses--of which there were many--were transcribed verbatim, tabulated, categorized where possible, and summarized. They served to clarify and amplify the results that were organized and presented in tabular form.

Results

Characteristics of the Jurisdictions

It is clear from Table 7.1 that there was a great variation in the characteristics of the different jurisdictions surveyed. Sizes ranged from jurisdictions with one school to others with as many as 270; the median number of schools was 8.

The total number of interns in the 86 school jurisdictions, according to figures provided by the respondents, was 639. Two large jurisdictions had more than 100 interns, with the median number being two interns per jurisdiction. By the time of the survey, 115 (18%) of these interns had already accepted offers of employment as regular teachers; in particular, in each of the two largest jurisdictions, more than 20 interns had already received teaching positions. In 48 jurisdictions, however, no interns had acquired teaching positions. Moreover, only 25 interns had been promised regular contracts for 1986-87, of which 12 were in one jurisdiction.

The survey solicited information initially about internship procedures and policies used in the school jurisdictions. The following four sections deal with these matters.

Table 7.1

Characteristics of the Jurisdictions

Characteristic	N	Minimum	Maximum	Median	Mean
1. Number of schools in jurisdiction	85	1	270	8	14.40
2. Number of interns in jurisdiction	83	0	141	2	7.70
3. Number of original interns now teaching in jurisdiction	38	1	25	2	3.03
4. Number of interns promised contracts in jurisdiction	8	1	12	1.5	3.12

All statistics in this chapter are based on data obtained from the 86 (74.8%) questionnaires returned.

Selection of Interns and Supervising Teachers

Respondents were asked to list the three main criteria that they used to select interns. Altogether 26 different criteria were identified. Only those criteria listed five or more times are reported individually in Table 7.2; others, such as "previous substitute experience," "approach to learning centres," "experience with handicapped children," and "community orientation" received less frequent mention and thus were classified as "other."

Almost half of the jurisdictions listed "qualifications" as a main criterion; this seemed to refer to the best academically qualified and/or best subject-area qualified applicants. Nevertheless, academic background was also listed as a separate criterion by 23% of the respondents. Other criteria frequently used were availability, personality and individual school needs.

An open-ended question was used to identify the persons who were responsible for selecting supervising teachers. Eighty-two respondents offered comments, and these were distributed as follows:

1. primarily the principal (no consultation mentioned) - 43 mentions (52%);
2. superintendent and principal - 16 mentions (20%);
3. superintendent, deputy superintendent or central office - 11 mentions (13%);
4. school staff - 5 mentions (6%);
5. self-selected (volunteers) - 3 mentions (4%); and
6. specific coordinators selected interns - 3 mentions (4%).

Professional Development of Interns and Supervising Teachers

Open-ended questions were also used to ascertain the professional development needs of interns and supervising teachers. According to the 75 comments received, interns' professional development needs appear to have been determined by the following alternative procedures:

1. primarily through discussion and working with interns, based on their needs - 20 mentions (28%);
2. primarily by central office staff with interns choosing among options - 16 mentions (21%);
3. joint decision making by supervising teachers and interns, based on supervision and evaluation of interns - 16 mentions (21%);
4. planning by staff, based on needs of both school and intern - 15 mentions (20%); and
5. district planning, as for first year teachers - 8 mentions (11%).

Table 7.2

Major Criteria Used in Selecting Interns

Criterion (n = 86)	Number of First Responses	Number of Second Responses	Number of Third Responses	Frequency of Mention f	Frequency of Mention %
1. Qualifications	24	11	4	39	45
2. Availability	13	4	7	24	28
3. Personality	2	8	12	22	26
4. Individual school needs	11	7	2	20	23
5. Academic background	8	5	7	20	23
6. Student teaching performance	7	10	1	18	21
7. References	4	4	4	12	14
8. Interview screening process	1	4	3	8	9
9. Potential for permanent employment	2	2	1	5	6
10. Other*	11	10	10	31	36

*Includes 17 other criteria, none of which received more than 4 responses.

Seventy-nine superintendents responded to a similar question about determining the professional development needs of supervising teachers. Their responses were as follows:

1. discussion with supervising teachers - 19 mentions (24%);
2. requests by supervising teachers - 17 mentions (22%);
3. no procedures in place - 13 mentions (16%);
4. central office provides and/or suggests seminars and activities - 8 mentions (10%);
5. planning by schools - 4 mentions (5%); and
6. arranged in accordance with district supervision/ evaluation plans - 3 mentions (4%).

Compensating and Supporting Supervising Teachers

From a list of five items, superintendents were asked to check which forms of compensation supervising teachers in their jurisdictions received. The results are displayed in Table 7.3. The response checked most frequently (by 43% of the sample) was "increased participation in professional development activities"; "release time" was the next most common response (34%), followed by "no compensation" (31%).

Superintendents were also asked to list sources of support provided for their supervising teachers. Comments were obtained from 74 respondents; the major sources listed were the following:

1. "whatever they need" - 36 mentions (49%);
2. "none," that is, nothing beyond what is available for all teachers - 15 mentions (20%);
3. various special services, closer consultation, closer and more frequent assistance from administration - 13 mentions (18%);
4. specific workshops on supervision - 6 mentions (8%); and
5. financial support - 4 mentions (5%).

Professional Development, Orientation and Inservice Procedures for Interns

Superintendents were presented with a list of seven statements describing various possible professional development, orientation and inservice arrangements for interns within jurisdictions. They were asked to indicate how descriptive each statement was of their jurisdictions. Provision was also made for comment as desired. The results are shown in Table 7.4. The statement most descriptive of school jurisdictions (mean of 3.01) was "existing

Table 7.3

Forms of Compensation Provided to Supervising Teachers for Participation in the Internship Project

Compensation Provided (n = 86)	Frequency of Use f	 %
1. Increased participation in professional development activities	37	43
2. Release time	29	34
3. Financial remuneration	4	5
4. Reduction in teacher pupil-ratio	6	7
5. Other	6	7
6. No compensation	27	31

Respondents frequently checked multiple responses.

Table 7.4

Superintendents' Perceptions of Professional Development, Orientation and Inservice Procedures Used for Interns

		Rating of Description Accuracy*					
Procedure	n	1	2	3	4	Mean	SD
1. Professional development plans for interns were developed by central office personnel	81	20	15	31	15	2.51	1.06
2. Professional development plans for interns were developed by participating schools	81	8	13	41	19	2.88	0.89
3. Existing orientation procedures for beginning teachers were adapted for interns	82	8	11	35	28	3.01	0.94
4. Regular beginning teachers participate in same inservice activities as interns	81	18	12	27	24	2.70	1.12
5. Expertise required for inservicing supervising teachers was available within jurisdiction	81	13	20	26	22	2.70	1.04
6. Jurisdiction hired consultants to assist with development of inservice and/or evaluation plans	82	65	3	6	8	1.48	1.00
7. Jurisdiction hired personnel to assist in provision of professional development activities for interns and/or supervising teachers	82	55	3	14	10	1.74	1.13

*Based on a 4-point scale where
1 = not at all descriptive of your situation
2 = not very descriptive of your situation
3 = describes your situation somewhat
4 = describes your situation accurately

orientation procedures for beginning teachers were adapted for interns." This was followed by a mean response of 2.88 for "professional development plans for interns were developed by participating schools." It appears that, for the most part, the orientation for interns was generally equivalent to that for beginning teachers but that schools had at least some input into the development of the intern's professional development plans. One respondent, for example, noted that the interns and supervising teachers in his jurisdiction attended a three-day workshop sponsored by the school district and led by staff from the local university. Another stated that professional development plans were mostly developed by interns themselves, and one said that these plans were developed by the teachers in his jurisdiction.

On the other hand, the statement "regular beginning teachers participate in the same inservice activities as interns" was only a moderately accurate description of most school jurisdictions, as were the statements "expertise required for inservicing supervising teachers was available within the jurisdiction" and "professional development plans for interns were developed by central office personnel." With reference to statement 4, two superintendents said that interns participate in "more of the same" inservice as do beginning teachers. Another stated that some beginning teachers and all interns participated in the same classroom management workshop. One said: "We were unable to do this as interns were hired late." A final respondent said that, in the future, regular beginning teachers will participate in the same inservice activities as interns. Referring to the statements about availability of expertise, one superintendent said that most of the expertise was available within the jurisdiction, although some needed to be obtained from outside. With respect to central office personnel developing plans, several superintendents mentioned that their plans for development for interns were developed and modified in conjunction with proposals from principals, teachers and the interns themselves.

A lower mean response, of 1.74, was recorded for statement 7, "Your jurisdiction hired personnel to assist in the provision of professional development activities for interns and/or supervising teachers." Two respondents said they had the required resources within their jurisdiction to provide these activities. The lowest mean response, 1.48, was obtained in connection with statement 6, "your jurisdiction hired consultants to assist with the development of inservice and/or evaluation plans." Perhaps it was as one superintendent said: most jurisdictions felt qualified to develop their own plans.

Effects of the Internship

Table 7.5 deals with perceptions of the effects of the internship project. Superintendents were asked to rate six items on the following 4-point scale: (1) effects were primarily negative, (2) there was no apparent effect, (3) effects were mixed, and (4) effects were primarily beneficial. Between 73 and 82 responses were received for these items.

The highest mean response (3.70) was for item 5, effect on students. A number of superintendents commented that the internship had had a positive effect on the students in their jurisdictions. Responses such as "good comments," "well liked" and "well accepted" were noted, and these seemed to refer to the interns. Several superintendents said that having interns provided added assistance to individuals and small groups. One said that interns provided "greater expertise in specific curriculum."

The second highest mean response (3.63) was for item 4, effect on "school-based personnel." In this vein, a number of positive comments were made, such as "interns were effectively used in schools" and "very useful for both intern and school in general." One superintendent said that interns provided "increased knowledge" to school-based personnel. Another explained that they provided "increased attention to curriculum." Two superintendents noted that interns brought "a breath of fresh air" and "new ideas into the classroom." Some negative comments were noted, however. One superintendent said that school-based personnel were "a bit guarded in a couple of schools." Three mentioned that interns added to workloads of school-based personnel.

A mean response of 3.20 was recorded for item 6, "parents and community." A number of the positive comments on this effect related to parents appreciating having extra resources at the school. One, for example, commented that "one intern coached basketball and had a positive effect on the parents involved." Several superintendents were unsure of the effects of the internship on parents and the community; that is, they "heard no concerns," found it "hard to judge," "cannot accurately comment" or thought the effect was "not noticeable." Two negative comments were expressed. One superintendent said "Parents want a teacher, not an intern." Another explained that some parents expressed "mild concern--does my child have a real teacher?" That same respondent, however, added that such a concern was "ameliorated easily."

The item that received the fourth highest mean response (3.12) was "allocation of resources." A number of different comments were noted in this regard. Several superintendents remarked generally that the internship added to the school program; comments included "enhanced our programs" and

Table 7.5

Superintendents' Ratings of the Perceived Effects of the Internship Project

Affected Group/Resource	n	Rating of the Perceived Effect* 1	2	3	4	Mean
1. Allocation of resources	82	--	25	22	35	3.12
2. Superintendent and deputy superintendents	78	6	16	36	20	2.90
3. Other central office personnel	73	5	40	14	14	2.51
4. School-based personnel	81	--	3	24	54	3.63
5. Students	80	1	6	9	64	3.70
6. Parents and community	82	1	23	17	41	3.20

*Based on a 4-point scale where
1 = effects were primarily negative
2 = there was no apparent effect
3 = effects were mixed
4 = effects were primarily beneficial

"benefit derived from monies allocated." Others were more specific: "better use of computers in one school and better P.E. in another"; and "improved art program." Three superintendents mentioned that having interns helped to ease classroom loads and thus to provide better service to students. Several superintendents indicated indirectly that the internship was a strain on their resources, as is evidenced by comments such as "our resources are restricted," "restricted finances" and "no extra resources available."

The items with the lowest mean response were effect on "superintendent and deputy superintendent" (3.12) and "other central office personnel" (2.90). With regard to the former, most comments related to the increased workloads that the program imposed. However, more superintendents seemed to feel that the program was more beneficial than negative in its impact. Most of the comments relating to other central office personnel suggested that they were not extensively involved with the internship. However, several superintendents mentioned that the program increased the workload of these personnel.

Adequacy of Policies

Table 7.6 deals with how superintendents rated the adequacy of five specified aspects of the internship. The following 4-point scale was used: (1) completely inadequate, (2 less than adequate, (3) adequate but some problems, and (4) completely adequate; I had no problems.

The highest mean response (3.37) was for item 1, "information from Alberta Education regarding hiring guidelines." Many superintendents made positive comments, such as "very cooperative and helpful"; just as many, however, indicated that the guidelines were either unclear or constantly changing. Several mentioned that the guidelines were rather late in arriving.

The next highest mean response (3.26) was for item 3, "schedule for assessment and reporting." Of the comments received, three superintendents stated that they had no problems with the schedule. However, two felt that the schedule was vague, and one stated that his jurisdiction developed its own schedule.

The third highest mean response (3.17) was for item 1, "information from Alberta Education regarding implementation policies." Most of the comments for this item were negative. For example, two superintendents said this information was slow in arriving. Two mentioned problems of vagueness and another two said that there were timeline problems. Others noted that the information was too detailed and involved excessive paperwork.

Table 7.6

Superintendents' Ratings of Adequacy of Aspects of the Internship

Aspect of Internship	n	Adequacy Rating* 1	2	3	4	Mean
1. Information from Alberta Education regarding hiring guidelines	82	1	10	29	42	3.37
2. Information from Alberta Education regarding implementation policies	82	2	9	44	27	3.17
3. Schedule for assessment and reporting	82	2	9	37	34	3.26
4. Provision of inservice for supervising teachers	79	10	34	24	11	2.46
5. Timelines for project implementation	81	10	18	29	24	2.83

*Based on a 4-point scale where
1 = completely inadequate
2 = less than adequate
3 = adequate, but some problems
4 = completely adequate; I had no problems

The item "timelines for project implementation" received a mean response of 2.83. Most of the superintendents who commented indicated that the internship proposal came too late in the year, thus causing a hiring rush. One superintendent added: "interns would rather be hired as teachers." A number observed that the timelines for project implementation will be more appropriate in the second year of the project.

The item with the lowest mean response (2.46) was item 4, "provision of inservice for supervising teachers." Most comments were similar to that of the superintendent who said that provision of inservice is "the one component that needs to be changed."

Effectiveness of the Internship

Superintendents were asked to rate each of the stated goals of the internship according to whether it should be a goal, and how effective the internship project has been in meeting the goal. These results are shown in Tables 7.7 and 7.8.

With regard to the appropriateness of the various stated goals, "refinement of teaching skills" was seen to be most appropriate of all, although "development of teaching skills" and "assessment of teaching skills" were also thought to be worthwhile goals. Developing the skills of supervising teachers was seen by superintendents to be the least appropriate goal; the spread of opinion for this item was also higher than for the others.

Perceptions of goal fulfilment by the internship project followed a similar pattern. The most highly commended goal--that of refining interns' teaching skills--was also the one that superintendents considered ITP had fulfilled most effectively. The goal of placing interns was also thought to be substantially achieved, and development of professional relationships received a somewhat lower attainment rating. The goal of improving supervising teachers skills, which was in any case judged to be of lesser consequence, was thought to be least effectively met. Once again, opinion was most divided in connection with this aspect of the internship.

Overall Value of the Internship

Table 7.9 illustrates superintendents' ratings of the overall value of the internship with respect to its professional development aspects and its administration and policy aspects, on a 10-point scale where 10 was the most positive response. The program was highly rated in terms of professional development (mean = 7.94; SD = 1.80) but it had

Table 7.7

Superintendents' Perceptions of the Appropriateness of Internship Project Goals

		Appropriateness Rating*				
Goal	n	1	2	3	4	Mean
1. Refinement of teaching skills of interns	84	--	--	1	83	3.99
2. Development of professional relationships by interns	83	1	4	18	60	3.65
3. Assessment of interns' suitability for placement	83	--	3	23	57	3.65
4. Development of the skills of supervising teachers	84	1	8	34	41	3.37

*Based on a 4-point scale where
1 = definitely should not be a goal
2 = probably should not be a goal
3 = probably should be a goal
4 = definitely should be a goal

Table 7.8

Superintendents' Perceptions of the Effectiveness of Internship Goal Achievement

		Effectiveness Rating*				
Goal	n	1	2	3	4	Mean
1. Refinement of teaching skills of interns	84	--	3	21	60	3.68
2. Development of professional relationships by interns	82	2	3	38	39	3.39
3. Assessment of interns' suitability for placement	83	--	3	23	57	3.65
4. Development of the skills of supervising teachers	81	6	15	49	11	2.80

*Based on a 4-point scale where
0 = don't know
1 = not at all effective
2 = not very effective
3 = somewhat effective
4 = very effective

Table 7.9

Superintendents' Perceptions of the Overall Value of the Internship Program

		Value Ratings*										
Aspect	n	1	2	3	4	5	6	7	8	9	10	Mean
Professional development aspects	83	--	2	1	3	--	7	11	26	17	16	7.94
Administrative and policy aspects	84	2	4	1	1	9	8	16	29	11	3	6.94

*Based on a 10-point scale where
1 = most negative response
10 = most positive response

somewhat lower and more varied ratings on administration and policy aspects (mean = 6.94; SD = 2.03).

Compulsory Internship and Final Examinations

Superintendents tended to agree that internship should be compulsory, although their opinions were not strongly in favor (see Table 7.10). They tended to disagree that there would be a final exam following an internship.

Responsibility for Overseeing the Transitional Experience

Finally, the question "Who should be responsible for overseeing the transition from education graduate to practising teacher?" elicited the responses summarized in Table 7.11. Every superintendent was asked to assign a percentage to each organization listed, and to ensure that the percentages totalled 100. School systems received the most responses (78), with 14 of those assigning 50% responsibility to the school systems, 32 assigning more than 50% (as much as 100%), and 32 assigning less. Faculties of Education received the next largest percentage of the responsibility, although they received two fewer responses than did Alberta Education. Eleven of the 65 respondents assigned faculties 20%; 36 assigned them more (as much as 80%). The maximum percentage assigned to Alberta Education was 80%, with 56 of the 67 responses attributing 30% responsibility or less. The ATA was assigned the least responsibility, with only 46 persons giving it any percentage; 32 of these were 20% or less.

General Comments

Thirty-seven superintendents added remarks in the "general comments" section of the questionnaire. Nine of the comments were non-specific, positive statements such as "very beneficial" and "best idea in 50 years." Seven superintendents made references to universities; three suggested that the internship should be an integral part of teacher training, and others suggested that the universities could recommend that internship be waived for some graduates, and that better selection among teacher education applicants would improve the internship program. Some superintendents made reference to the need for internship to count toward certification. Most other comments reiterated perceptions expressed elsewhere; examples are the need for greater flexibility for interns, concerns about the job situation, frustrations when interns are hired mid-year, and coordination where many people are responsible.

Table 7.10

Superintendents' Agreement with Compulsory Internship and Final Examinations

		Agreement Rating*				
Program Aspect	n	1	2	3	4	Mean
Compulsory internship	82	6	11	35	30	3.09
Compulsory final exam	79	30	27	9	13	2.06

*Based on a 4-point scale where
1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

Table 7.11

Superintendents' Perceptions of Agencies Which Should be Responsible to Oversee the Transitional Experience

		Proportion of Total Responsibility Assigned*	
Agency	Frequency of Mention	Mean %	SD
School systems	78	50.38	26.77
Faculties of Education	65	28.94	19.02
Alberta Education	67	22.27	13.70
ATA	46	13.83	9.55
Other	3	0.00	0.00

*Each respondent was asked to express desired distribution of total responsibility for the various organizations as percentages. (In some instances, assigned percentages did not add to 100.)

Summary

By and large, the internship program was perceived very positively by superintendents. It was seen to be particularly valuable for professional development, and somewhat less so for its administrative and policy aspects. All of the stated goals were perceived to be worthwhile; the goal of developing the skills of supervising teachers was seen to be the least important, although it was still rated at 3.37 on a 4-point scale. Similarly, the internship was perceived to be quite effective in meeting the goals, except in the matter of developing supervising teachers' skills.

Although it was not an apparent intent of the program, the internship seems to have been reasonably effective in providing teachers during the course of the year for 115 interns (18%) had been given regular teaching jobs by the time of this stage of the evaluation. On the other hand, only 25 had so far been promised positions for next year.

The internship was perceived to have a very positive impact on students, and also on school staffs. There were mixed impressions about its effects on parents and the community, and it apparently had little impact on central administration, except for a perceived increase in workloads of some staff members.

Superintendents seemed to be reasonably satisfied with Alberta Education policies and guidelines, except with respect to provision of inservice for supervising teachers (where 56% rated it as less than adequate) and implementation timelines (on which 35% rated it as less than adequate).

Superintendents tended to agree that internship should be compulsory, but most (72%) did not believe there should be a final exam. They communicated mixed feelings about who should oversee the transition from education graduate to practising teacher: 91% assigned at least a portion of the responsibility to school systems, with the average level of responsibility attributed being one half of the total; 76% assigned an average of about one quarter responsibility to the Faculties of Education; 77% assigned some responsibility to Alberta Education, the average share of responsibility being a little less than a quarter; and 53% assigned some responsibility to the ATA, although they viewed this organization as a relatively minor participant.

Various criteria appear to be used for selecting interns. The most common ones advanced were qualifications (usually academic qualifications), availability, personality and school needs.

According to the superintendents involved in this survey, supervising teachers were selected primarily by school principals, either without consultation (52%) or in consultation with the superintendents (19%). Approximately 13% of the superintendents indicated that supervising teachers were chosen by central administration. School staffs were said to be involved in only five (6%) jurisdictions.

There appeared to be little in the way of orientation for interns beyond that offered for other new staff members. Likewise, professional development activities for interns tended to be the same as those for other teachers. Decisions about professional development for interns appeared, for the most part, to be taken informally, based on discussions among individual interns, supervising teachers and others. Twenty percent of the superintendents indicated that the schools developed the plans for professional development of interns; 11% indicated that jurisdictions had developed those plans.

There emerged little in the way of planned professional development for supervising teachers; 16% of the superintendents indicated that there was no professional development; only 5% noted that plans had been devised. Similarly, the support measures provided for supervising teachers were again little different from those generally available to other teachers. On the other hand, some jurisdictions provided special services, workshops, closer consultation and "more frequent" assistance. Superintendents were about evenly divided as to whether the expertise required for inservicing supervising teachers was available in their jurisdictions; however, few had hired personnel to assist in formulating inservice or professional development plans.

APPENDIX A

SUPERINTENDENT SURVEY

Alberta
EDUCATION
Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2

April 1, 1986

All Superintendents, Private School Principals,
and Private ECS Operators participating
in the Initiation to Teaching Project

Dear Colleagues:

As you are probably aware, the Initiation to Teaching Project in Alberta is being evaluated for Alberta Education by a research team of 12 professors from the Universities of Alberta, Calgary and Lethbridge. Dr. Eugene Ratsoy of the University of Alberta is Project Director.

The comprehensive evaluation process includes collection of data from the following sources: classroom observation; examination of the daily logs of interns and beginning teachers; questionnaires to be completed by superintendents, principals, supervising teachers, interns, and beginning teachers; interviews with the same groups; interviews with people in government departments, the Alberta Teachers' Association, the Alberta School Trustees' Association, the Alberta Catholic School Trustees' Association, the Conference of Alberta School Superintendents, and the Alberta Federation of Home and School Associations; and interviews and questionnaires involving staff and students in the Faculties of Education. The purposes of the evaluation are as follows:

1. To recommend changes for the 1986-87 Project year;
2. To recommend whether internship should be a requirement for all beginning teachers in Alberta; and, if so,
3. To recommend what changes, if any, should be made to the present approach.

Principals, supervising teachers, interns, and any beginning teachers in your jurisdiction may be asked to complete a short questionnaire or, in a few randomly selected cases, participate in an interview relevant to the Initiation to Teaching Project. As well, all superintendents, private school principals and private ECS operators whose jurisdictions are participating in the Project are being asked to complete the enclosed questionnaire.

I am writing to request that you cooperate fully with the research team. Your opinions are extremely important input for the evaluation.

Sincerely,

Reno A. Bosetti
Deputy Minister

The
University of
Lethbridge

4401 University Drive
Lethbridge, Alberta, Canada
T1K 3M4

FACULTY OF EDUCATION
RESEARCH, EVALUATION and
DEVELOPMENT CENTRE
(403) 329-2424

DATE: March 26, 1986

TO: All Alberta Superintendents

FROM: The Evaluation Team: Alberta Initiation to Teaching (Internship) Project

Gene Ratsoy) The University of
David Friesen) Alberta
Ted Holdaway)

Alice Boberg) The University
Abe Johnson) of Calgary
Wally Unruh)

France Levasseur-Ouimet) Faculté
Claudette Tardif) Saint-Jean

Myrna Greene) The University
Frank Sovka) of Lethbridge

Superintendent Survey

As indicated in the covering letter, this survey to superintendents is a part of the evaluation of the Initiation to Teaching Project. We have made every attempt in this survey not to duplicate questions to which you will be asked to respond as part of Alberta Education's requirements.

We are requesting you or your delegate to complete the survey and return it in the stamped self-addressed envelope not later than April 10. Be assured that your responses will be kept completely confidential and will be analyzed as group data only. No individuals will be identified.

Thank you very much for your assistance. Please return your completed surveys to me at the University of Lethbridge.

Myrna Greene

Myrna L. Greene
for the Initiation to Teaching Project
MLG:gr/31

THE INITIATION TO TEACHING (INTERNSHIP) PROJECT
SUPERINTENDENT SURVEY

Part I-Description of the Process

1) Number of schools in your school jurisdiction _____

2) Number of Interns currently employed in your school jurisdiction _____

3) Number of teachers originally hired as Interns during 1985-86 and now employed as regular teachers _____

4) Number of your Interns who have been promised regular contracts for 1986-1987 _____

5) What were the main criteria used in the selection of your Interns?

   1) ____

   2) ____

   3) ____

6) How are the professional development needs of individual Interns determined?

   ____

   ____

7) Who was responsible for selecting the Supervising Teacher(s) for the Interns?

   ____

   ____

8) How are Supervising Teachers compensated for their participation in the Internship project? Check as many as are applicable.

   _____ release time
   _____ financial remuneration (state amount per teacher) ___________
   _____ increased participation in professional development activities
   _____ other ____
   _____ none

9) How are the professional development needs of the Interns' Supervising Teachers determined?

   ____

   ____

10) What support is available for your Supervising Teachers? (e.g., financial resources, personnel, inservice)?

   ____

   ____

Part I-continued

To what extent are the following statements accurate descriptions of the situation in your school jurisdiction? Please circle the number which most closely reflects your opinion and provide a written comment if you wish.

4 = describes your situation accurately
3 = describes your situation somewhat
2 = not very descriptive of your situation
1 = not at all descriptive of your situation

1) the professional development plans for Interns were developed by central office personnel 4 3 2 1

____

2) the professional development plans for Interns were developed by participating schools 4 3 2 1

____

3) existing orientation procedures for Beginning Teachers were adapted for Interns 4 3 2 1

____

4) regular Beginning Teachers participate in the same inservice activities as Interns 4 3 2 1

____

5) the expertise required for inservicing Supervising Teachers was available within your jurisdiction 4 3 2 1

____

6) your jurisdiction hired consultants to assist with the development of inservice and/or evaluation plans 4 3 2 1

____

7) your jurisdiction hired personnel to assist in the provision of professional development activities for Interns and/or Supervising Teachers 4 3 2 1

____

Part II-Effects of the Internship Project

1) Please indicate your perceptions of the effect of the Internship on each of the following by circling the appropriate number and providing a brief written comment about each.

4 = effects were primarily beneficial
3 = effects were mixed
2 = there was no apparent effect
1 = effects were primarily negative

Effect on	Rating	Comment
a) Allocation of resources	4 3 2 1	____________________
b) Superintendents and deputies	4 3 2 1	____________________
c) Other Central Office personnel	4 3 2 1	____________________
d) School-based personnel	4 3 2 1	____________________
e) Students	4 3 2 1	____________________
f) Parents and community	4 3 2 1	____________________

2) Please indicate your perception of the adequacy of the following items by circling the appropriate number and providing a comment if appropriate.

4 = completely adequate; I had no problems
3 = adequate, but some problems
2 = less than adequate
1 = completely inadequate

a) Information from Alberta Education regarding hiring guidelines	4 3 2 1	____________________
b) Information from Alberta Education regarding implementation policies	4 3 2 1	____________________
c) Schedule for assessment and reporting	4 3 2 1	____________________
d) Provision of inservice for Supervising Teachers	4 3 2 1	____________________
e) Timelines for project implementation	4 3 2 1	____________________

Part III-Effectiveness of the Internship Project

1) Listed below are the stated purposes of the Internship. Please indicate:

   a) the extent to which you believe each should be a goal of the Internship, and

   b) the extent to which you believe the Internship has been effective in meeting the goal.

4 = definitely should be a goal	4 = very effective
3 = probably should be a goal	3 = somewhat effective
2 = probably should not be a goal	2 = not very effective
1 = definitely should not be a goal	1 = not at all effective
	0 = don't know

	Should be Goal	Effectiveness
a) refinement of teaching skills of Interns	4 3 2 1	4 3 2 1 0
b) development of professional relationships by Interns	4 3 2 1	4 3 2 1 0
c) assessment of Interns' suitability for placement	4 3 2 1	4 3 2 1 0
d) development of the skills of Supervising Teachers	4 3 2 1	4 3 2 1 0

2) What is your overall assessment of the value of the professional development aspects of the current Alberta Internship Program? Circle one number.

10	9	8	7	6	5	4	3	2	1
Excellent									Poor

3) What is your overall assessment of the administrative and policy aspects of the current Alberta Internship Program? Circle one number.

10	9	8	7	6	5	4	3	2	1
Excellent									Poor

Part IV-Internship Programs

1) What is your opinion concerning the following statement? "Internship should be compulsory for all prospective teachers upon completion of their university teacher preparation program".

4	3	2	1	0
Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion

2) What is your opinion concerning the following statement? "A formal examination should be required at the end of the Internship prior to certification for all teachers".

4	3	2	1	0
Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion

3) Who should be responsible for overseeing the transition from teacher education graduate to practising teacher? Assign a percentage to each of the following according to the responsibility you believe each should have in providing for this transition. (Note that the total should be 100%.)

school systems ______%
faculties of education ______%
Alberta Teachers' Association ______%
Alberta Education ______%
Other (please specify)
______________________________ ______%

4) Please make any additional comments you wish.

Please return your completed surveys in the envelope provided or send to
Dr. Myrna Greene, Director,
Education Research, Evaluation & Development Centre,
The University of Lethbridge,
4401 University Drive, Lethbridge,
Alberta, T1K 3M4.

CHAPTER 8

SURVEY OF SCHOOL-BASED PERSONNEL

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SURVEY OF SCHOOL-BASED PERSONNEL

This chapter reports findings from a questionnaire study of attitudes among a sample of interns, principals of schools having interns, and supervising teachers whose perceptions had not been sought in other school observations or interviews during the first-year evaluation phase. In accordance with the Evaluation Study Proposal requirements, a matching sample of beginning teachers and their principals was also included in the survey. In the latter respect, the intention had been to use schools with both interns and beginning teachers, but this could not be achieved because many schools did not have both types of employees. Consequently, the sample of beginning teachers included those in schools with interns together with an additional random sample of beginning teachers drawn from a list of schools provided by Alberta Education.

Questionnaire items for this stage of the study were developed following a review of the research literature. A separate instrument was designed for each of the following groups: interns, principals of interns, supervising teachers, beginning teachers, and principals of beginning teachers. Each questionnaire included items of specific concern to the group as well as items which were relevant to other groups.

For the purposes of this chapter, all items from the various questionnaires are summarized in a "master questionnaire" shown in Appendix A. The specific questionnaires in which each item was used are indicated in this master questionnaire. The discussion below follows the order of questionnaire items.

All questionnaires were mailed to schools in early May 1986, and reminders were sent out in late May. The presentation which follows is based upon questionnaires returned by June 7, 1986.

Demographic Data and Description of Sample

Questionnaires dealing with selected aspects of the Initiation to Teaching Project (ITP) were mailed to a sample comprising about 50% of the interns, principals of interns and supervising teachers participating in the program. In addition, questionnaires were sent to a further sample of beginning teachers and their principals seeking information on selected aspects of their teaching experience during the year. Table 8.1 records, by category of respondents, the number of questionnaires sent, the number returned and the percentage return rates. In about 2% of the cases for each category, respondents were not of the statuses anticipated. Therefore, in all cases, the actual percentage return rates are slightly higher than those appearing in the table.

Table 8.1

Questionnaire Distribution and Response Rates

Respondent Category	Number of Questionnaires		Return Rate %
	Distributed	Returned	
Intern	410	337	82
Principal of intern	410	370	90
Supervising teacher	410	359	88
Beginning teacher	387	239	62
Principal of beginning teacher	387	255	66
Total	2,004	1,560	78

Kinds of demographic information requested of the respondents differed according to their professional statuses and the purposes of the study. In certain circumstances, the same or similar questions were asked of multiple groups; for those items the data are presented together, for the sake of both readability and efficiency of reporting.

The first five items on the questionnaires for principals of interns sought demographic information. With the exception of the first question, which was also asked of supervising teachers, these questions were directed only to principals of interns. These data are most easily presented in descriptive form.

Item one for principals of interns asked how many interns had been appointed to their schools prior to November 1, 1986. Of the responses received, 344 indicated the appointment of one intern each, 12 claimed two each, and one respondent did not answer the question. Equivalent results were obtained from the supervising teachers; they are not reported, however, as the number of returns from supervising teachers was lower.

Question two for principals of interns requested dates of initial appointment of the interns on which they were reporting. The majority (288) specified September 1, 1985; 34 stated October 1, 9 stated November 1, 9 stated January 1, 1986, 6 stated February 1 and one stated March 1. Twenty three principals of interns did not answer this question.

Principals of interns were asked to respond also to question three which requested the termination dates of their interns--although only of these dates occurred prior to June 30, 1986. Twenty-one principals of interns responded, and the dates and frequencies for these dates were as follows: November 30--one; December 31--three; January 31--four; February 28--four; March 31--three; April 30--four; and May 31--two. Question four also sought reasons for these early terminations. Reasons given and respective frequencies were as follows: acceptance of full-time teaching positions (14); transfer to other schools (8); resignation (5); acceptance of substitute teaching positions (5); acceptance of half-time positions (2); pregnancy (2); and a previous commitment (1).

The fifth demographic question asked principals of interns if their interns had benefited from the special Professional Development Grant available through the Initiation to Teaching Project and, if so, to briefly explain in what ways benefit was derived. A total of 280 principals of interns answered this question in the affirmative. However, of this number 30 offered no explanation of how it helped, and a further 32 misinterpreted the question and instead stressed the importance of ITP basic funding. The remaining positive responses were grouped into categories of perceived benefit that had the support of at least ten respondent principals. The following categories emerged: professional development activities organized by jurisdiction central offices (107); intern attendance at a workshop outside the jurisdiction (46); special school level workshops (33); and participation in the "teacher effectiveness program" (24).

Table 8.2 summarizes the number of respondents, classified by position, working in each type of jurisdiction in the study. The jurisdiction category "other" represents private schools, Department of National Defence schools and schools for Native children operating in Alberta. It may be seen from this table that the majority (71%) of interns but only 46% of beginning teachers in the questionnaire sample obtained employment with school districts. Forty-eight percent of the latter group obtained employment in school divisions and counties.

Table 8.2

School Placement of Respondents Classified by Jurisdiction

	Respondent Position									
	Principals of Interns (n = 370)		Principals of Beginning Teachers (n = 255)		Supervising Teachers (n = 359)		Interns (n = 337)		Beginning Teachers (n = 239)	
Jurisdiction Type	f	%	f	%	f	%	f	%	f	%
County	65	18	69	27	69	19	55	16	70	29
Public school district	159	43	57	22	147	41	142	42	55	23
Protestant separate school district	13	4	3	1	13	4	16	5	6	3
Roman Catholic school district	67	18	47	18	64	18	66	20	44	18
School division	45	12	53	21	42	12	35	10	45	19
Regional school district	1	--*	2	1	1	--*	3	1	3	1
Roman Catholic public school district	12	3	8	3	10	3	8	2	2	1
Consolidated school district	1	--*	2	1	1	--*	2	1	--	--
Other	5	1	10	4	2	1	1	--*	12	5
No response	2	1	4	2	10	3	9	3	2	1

Total is not always 100%, due to rounding.

*Percentage is less than 0.5%.

All respondents were asked to classify their school locations as either rural or urban. The results, which appear in Table 8.3, draw attention to the predominance of respondents from rural locations.

The number of grade levels served by the schools was also asked of all respondents. Results from this question appear in Table 8.4. Clear majorities of respondents in all categories--with the possible exception of principals of beginning teachers which had a high no response rate--work in either K-6 or K-9 schools. The category "other" reflects a variety of alternative arrangements.

Question 8 asked respondents to indicate the numbers of certificated teachers working in their schools. For ease of reporting, the data from this question were collapsed into six categories; they appear in Table 8.5.

Principals of beginning teachers were asked how many beginning teachers were appointed to their schools at the beginning of the 1985-86 school year. They provided the following data: 3 had received no beginning teachers, 115 had one each, 59 had received two, 24 had received three, and 25 had taken on four or more. The greatest number of beginning teachers in any school was twelve; this response came from two principals. Thirteen principals did not respond to the question.

Item 10 sought from the principals of beginning teachers and supervising teachers information about the sexes of the beginning teachers and interns on which they were reporting. That information is presented in Table 8.6. As may be readily seen, women outnumbered men by a ratio of about four to one among both the beginning teacher and intern groups.

Both the intern and beginning teacher groups were asked the institutions at which they completed their certification requirements. The responses appear in Table 8.7.

Item 12 asked both interns and beginning teachers the year in which each obtained the Interim Professional Certificate. The data from this question are summarized in Table 8.8. It should be noted that a few interns obtained appointments despite having obtained certification in years prior to those specified by the Department of Education for eligibility for internship.

Interns and beginning teachers were both asked what grade levels they most preferred to teach and what grade levels they were teaching. Table 8.9 contains the data obtained from these questions. There appeared to be a strong positive relationship between teaching level preferences and positions obtained.

Table 8.3

School Placement of Respondents Classified by Rural or Urban Location

	Respondent Position									
	Principals of Interns (n = 370)		Principals of Beginning Teachers (n = 255)		Supervising Teachers (n = 359)		Interns (n = 337)		Beginning Teachers (n = 239)	
School Location	f	%	f	%	f	%	f	%	f	%
Rural	254	69	110	43	242	67	236	70	113	47
Urban	110	30	142	56	111	31	93	28	121	51
No response	6	2	3	1	6	2	8	2	5	2

Total is not always 100%, due to rounding.

Table 8.4

School Grade Levels Served

	Respondent Position									
	Principals of Interns (n = 370)		Principals of Beginning Teachers (n = 255)		Supervising Teachers (n = 359)		Interns (n = 337)		Beginning Teachers (n = 239)	
Grade Levels	f	%	f	%	f	%	f	%	f	%
K - 6	168	45	59	23	168	47	156	46	51	21
1 - 6	19	5	14	6	26	7	15	5	9	4
7 - 9	29	8	14	6	28	8	26	8	13	5
K - 9	60	16	46	18	65	18	54	16	45	19
7 - 12	6	2	14	6	7	2	5	2	11	5
9 - 12	2	1	5	2	4	1	1	--*	5	2
10 - 12	22	6	14	6	14	4	20	6	13	5
K - 12	11	3	14	6	15	4	11	3	19	8
1 - 12	13	4	18	7	12	3	6	2	11	5
Other	36	10	2	1	12	3	40	12	61	26
No response	4	1	55	22	3	1	3	1	1	--*

Total is not always 100%, due to rounding.

*Percentage is less than 0.5%.

Table 8.5

School Size by Number of Certificated Teachers on Staff

	Respondent Position				
Staff Size	Principals of Interns (n = 370)	Principals of Beginning Teachers (n = 255)	Supervising Teachers (n = 359)	Interns (n = 337)	Beginning Teachers (n = 239)
1 - 9	52	47	40	42	48
10 - 19	140	88	146	116	81
20 - 39	153	103	119	114	68
40 - 69	13	13	12	17	10
70 or more	11	2	6	6	3
No response	1	2	36	42	29

Table 8.6

Sexes of Beginning Teachers and Interns as Reported by Principals and Supervising Teachers

	Respondent Position			
	Principals of Beginning Teachers (n = 255)		Supervising Teachers (n = 359)	
Sex	f	%	f	%
Male	53	21	79	22
Female	199	78	274	76
No response	3	1	6	2

Table 8.7

Institution Where Certification Requirements Completed

	Respondent Position			
	Interns (n = 337)		Supervising Teachers (n = 239)	
Institution	f	%	f	%
University of Alberta	168	50	132	55
University of Calgary	122	36	55	23
University of Lethbridge	30	9	21	9
Other	16	5	30	13
No response	1	--*	1	--*

*Percentage is less than 0.5%.

Table 8.8

Year of Certification for Interns and Beginning Teachers

	Respondent Position			
	Interns (n = 337)		Beginning Teachers (n = 239)	
Year of Certification	f	%	f	%
1985	210	62	209	87
1984	71	21	19	8
1983	39	12	2	1
1982	11	3	--	--
1981 or earlier	3	1	5	2
No response	3	1	4	2

Table 8.9

Intern and Beginning Teacher Grade Preference and Grade Assignment

	Respondent Position			
	Interns (n = 337)		Beginning Teachers (n = 239)	
Grade Level	Teach	Prefer	Teach	Prefer
K - 6	247	252	148	148
Junior High	51	58	42	61
Senior High	34	26	48	28
No response	5	1	1	2

Item 165 asked interns and beginning teachers their ages on September 1, 1986. The mean age of interns was found to be 25.6 years with a standard deviation of 4.9 and for beginning teachers to be 24.2 years with a standard deviation of 3.6.

Both interns and beginning teachers were asked to report their sexes. This information appears in Table 8.10. The approximate four-to-one ratio of women to men for both groups is apparent, as in Table 8.6.

Table 8.10

Sex of Interns and Beginning Teachers

	Respondent Position			
	Interns (n = 337)		Beginning Teachers (n = 239)	
Sex	f	%	f	%
Male	74	22	45	19
Female	262	78	194	81
No response	1	--*	--	--

*Percentage is less than 0.5%.

Supervising teachers were also asked to respond in this way about themselves. The data obtained indicated that 109 were men and 219 were women. Nine respondents did not answer this question.

Interns only were asked to rate each of six items on a five-point scale (1, not important, to 5, very important) according to its importance for the decision to accept internship appointments. The interns could also indicate "no opinion" for any of these items and they were given opportunity to list other reasons if they wished. The results are reported in Table 8.11. A small number of "other" reasons listed were also advanced, although these were idiosyncratic matters which did not warrant reporting. The two major reasons for most respondents were anticipation of permanent appointment and lack of teaching positions.

Table 8.11

Interns' Reasons for Participating in the Internship Program (n = 337)

Reason	Mean	SD	No Opinion
1. More experience needed than was provided by the practicum	2.67	1.47	16
2. More experience wanted, to increase self-confidence	3.24	1.50	8
3. Expected internship to lead to permanent appointment	4.46	0.92	2
4. Expected internship to become a requirement for permanent appointment	3.14	1.44	23
5. Offered an unsuitable beginning teacher appointment	2.02	1.52	169
6. Unable to obtain a teaching position	4.17	1.34	40

Beginning teachers, on the other hand, were asked to rate six items on a five-point scale (1, not important to 5, very important) in terms of their importance for deciding not to take part in the internship program. As with the interns, there was provision for the beginning teachers to indicate "no opinion" for any of these items, and they were given opportunity to list other reasons if they wished. These results are reported in Table 8.12. Other reasons than the six listed were few in number and inconsistent so they are not reported. As may be seen, confidence in their own ability and the offer of an appropriate job were the particularly important reasons for opting for teaching positions. The feeling that the salary offered to interns would be inadequate was also of considerable consequence.

Special Funding

Principals of interns were asked whether or not they had received additional funding to purchase instructional resources for their interns. Only 30 principals answered this question in the affirmative; they were further asked to state how much funding had been provided and how it was being utilized. Of those who had obtained this funding, only 21 responded to the question and 19 indicated amounts received. With one exception, the amounts all fell between $50.00 and $750.00. The other respondent received $1,500.00. All who commented said that their monies were allocated to instructional materials.

Support Services, Supervision and Other Program Features

The questionnaires in this study elicited a range of responses about various aspects of the support, supervision and other aspects of the internship program. The following sections detail the findings about these matters.

Support Services Used for Supervision

Principals of interns and supervising teachers were asked to indicate the extent to which five specific support services were utilized for internship supervision, based on a 5-point scale on which "5" indicates "a great deal" and "1" indicates "very little." Table 8.13 records these responses.

Interns were supervised mostly by regular teachers and local school administrators. In this regard, very little use was made of Alberta Education Regional Office or central office personnel.

Table 8.12

Beginning Teachers' Reasons for Not Participating in the Internship Program
(n = 239)

Reason	Mean	SD	No Opinion
1. Sufficient expertise was gained through the practicum	3.29	1.42	41
2. Confident in own ability to assume full-time appointment	4.19	1.03	35
3. Offered a suitable teaching appointment	4.64	0.81	27
4. Internship salary was inadequate for needs	3.74	1.52	59
5. Did not have adequate information about the internship program	2.18	1.41	64
6. Did not receive information about the internship program soon enough	1.97	1.34	71

Table 8.13

Perceptions of Principals of Interns and Supervising Teachers of Extent of Use of Support Services for Internship Supervision

	Extent of Use					
	Principals of Interns (n = 370)			Supervising Teachers (n = 359)		
Type of Support Service	Mean	SD	No Response	Mean	SD	No Response
1. Teachers other than the supervising teacher	3.74	1.20	10	3.42	1.45	9
2. Administrators in the school	3.59	1.77	6	3.06	1.35	12
3. Central office personnel in the school system	2.51	1.26	25	1.94	1.17	57
4. Alberta Education Regional Office personnel	1.27	0.63	58	1.24	0.62	118
5. Alberta Education central office personnel	1.17	0.49	76	1.17	0.55	149
6. Other	1.98	1.29	238	2.11	1.52	283

An equivalent question was asked of principals of beginning teachers to determine the extent to which supervisory personnel were used with beginning teachers. In this case, of course, there were no assigned supervising teachers. A summary of responses to this question is presented in Table 8.14.

Beginning teachers were said to be supervised largely by administrators. The major difference in supervision of beginning teachers and interns was that interns tended to be exposed extensively to other teachers whereas beginning teachers were supervised substantially by administrators. Consultants, specialists and resource teachers were mentioned occasionally by both groups of principals; in each case, they are included in the "Other" category. Such use was relatively rare in the case of interns and only a little more common in the case of beginning teachers.

Assessment of Interns and Beginning Teachers

Item 25 was designed to determine the extent to which various personnel were used to evaluate interns and beginning teachers. The results of the analysis of responses by principals of interns, principals of beginning teachers, and supervising teachers are presented in Table 8.15.

The most common source of assessment for both interns and beginning teachers was personnel in local schools. The major difference between the two groups was in the greater reliance on teachers for evaluating interns. Supervising teachers felt that administrators performed less evaluation than did administrators themselves; however, reasons for this disparity are not clear. It also appears that central office personnel in the school systems contributed more to the assessment of beginning teachers than to that of interns. Very few "other" personnel were used.

It appears that one effect of the internship has been to shift the burden of both supervision and assessment from administrators and supervisors to local school personnel--in particular, to teachers.

Concerns of Interns and Beginning Teachers and Assistance Available

Item 26 was designed to identify the major concerns experienced by interns and beginning teachers and to what extent assistance regarding these concerns had been made available. Eight major areas of concern, which had been derived from the literature on problems of beginning teachers, were presented. Responses ranged from "None," represented by "0" on the scale, to "Very Great," represented by "5." A similar response format was provided

Table 8.14

Estimates by Principals of Beginning Teachers of the Extent to Which Support Services for Beginning Teachers Were Used

	Principals of Beginning Teachers (n = 255)		
Sources of Support	Mean	SD	Can't Tell
1. Other teachers in the school	2.76	1.42	11
2. Administrators in the school	4.24	0.85	2
3. Central office personnel in the school system	1.65	1.25	13
4. Alberta Education Regional Office personnel	1.20	0.60	32
5. Alberta Education central office personnel	1.05	0.25	48
6. Other	1.59	1.30	194

Table 8.15

Perceptions of Principals and Supervising Teachers of the Extent of Use of Personnel in Assessing Interns and Beginning Teachers

	Principals of Interns (n = 370)			Principals of Beginning Teachers (n = 255)			Supervising Teachers (n = 359)		
Source of Assessment	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response
1. One teacher only*	3.65	1.55	125	1.96	1.37	139	3.32	1.49	69
2. Several teachers	3.78	1.28	30	1.85	1.23	132	2.96	1.52	60
3. Administrator from the school	4.09	1.08	6	4.49	0.81	1	3.63	1.33	16
4. Central office staff member from the school system	2.34	1.42	94	3.17	1.39	38	2.15	1.33	124
5. Alberta Education Regional Office staff member	1.31	0.70	158	1.28	0.75	141	1.35	0.83	187

*In the case of supervising teachers, this item meant "another teacher."

to ascertain the extent of assistance that was available to the neophyte groups. Results of the analysis of responses are presented in Table 8.16.

Concerns about areas of school operation were at a generally uniform level. Both groups were least concerned about "understanding the philosophy of the school" and most concerned about the "availability of feedback on specific aspects of teaching."

In terms of obtaining assistance, interns had more help in "learning school routines" and "availability of experienced teachers for consultation," but the inter-group differences were small (less than 0.50). The groups differed substantially on only one item, "having the opportunity to observe other teachers." However, this item was not a major concern of beginning teachers. What this probably suggests is that the needs of the two groups were seen as being somewhat different and that support was provided accordingly. In general terms, however, there appeared to be little difference in the way the two groups perceived the amount of help available.

To investigate a related issue, the respondents were asked to indicate the aspects of teaching that caused concerns for them as beginning professionals. Nine items were rated on a 5-point scale on which "0" indicated that they desired "No" help and "5" indicated that they desired a "Very Great" amount of help. Respondents were also asked to record the extent to which help was provided. The analysis of the responses by interns and beginning teachers is presented in Table 8.17.

As can be seen from Table 8.17, interns and beginning teachers did not differ markedly in the areas of help desired. Interns desired most help in "identifying effective teaching behaviors"; beginning teachers also desired help in this area, but this was secondary to the need for "orientation to the school at the beginning of the year." Both groups desired least help in "becoming involved with the teachers' professional organization."

The extent of help provided to interns appears to have met their needs. In all cases, the means of the items for help provided were higher than the means of the items for help desired. The same cannot be said for beginning teachers. It would appear that beginning teachers could use more assistance in "managing time effectively" and in "feeling comfortable in dealing with parents." The extent of help provided for both groups appears to have been lowest in the areas of "managing time effectively" and "becoming involved with the teachers' professional organization." In summary, it appears that the extent of help provided to interns was seen as being slightly more satisfactory than that provided to beginning teachers.

Table 8.16

Concerns of Interns and Beginning Teachers and Perceived Extent of Assistance Available

	Extent of Concern				Extent of Assistance Available			
	Interns (n = 337)		Beginning Teachers (n = 239)		Interns (n = 337)		Beginning Teachers (n = 239)	
Area of Concern	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Understanding the philosophy of the school	2.67	1.38	2.64	1.36	3.82	1.18	3.72	1.30
2. Learning school routines	3.33	1.42	3.37	1.27	4.16	0.99	3.92	1.12
3. Availability of experienced teacher(s) to discuss problems related to teaching	3.17	1.52	3.53	1.33	4.34	1.10	4.14	1.15
4. Having the opportunity to observe other teachers	3.13	1.45	2.87	1.33	3.88	1.31	2.61	1.71
5. Understanding the expectations of the school regarding the role and functions of a beginning teacher or intern	3.48	1.34	3.34	1.33	3.56	1.26	3.27	1.36
6. Availability of *informal* evaluation by the principal or other supervisory personnel	3.38	1.40	3.36	1.27	3.69	1.36	3.57	1.32
7. Availability of *formal* evaluation by the principal or other supervisory personnel	3.47	1.39	3.52	1.33	3.62	1.37	3.85	1.24
8. Availability of feedback on specific aspects of teaching	3.57	1.40	3.67	1.19	3.80	1.26	3.49	1.35

Table 8.17

Areas of Help Desired by Interns and Beginning Teachers and Perceived Extent to Which Help Was Provided

	Area Help Desired				Extent of Help Provided			
	Interns (n = 337)		Beginning Teachers (n = 239)		Interns (n = 337)		Beginning Teachers (n = 239)	
Area in Which Help Was Desired	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Orientation to the school at the beginning of the year	3.46	1.26	3.72	1.26	3.87	1.21	3.69	1.27
2. Coping with demands of supervisors	2.85	1.42	2.83	1.34	3.36	1.48	3.06	1.33
3. Coping with apprehension related to adequacy of your teaching	3.35	1.36	3.51	1.26	3.57	1.36	3.32	1.33
4. Managing time effectively	2.95	1.43	3.05	1.43	3.06	1.60	2.77	1.40
5. Feeling comfortable interacting with staff	2.60	1.62	2.26	1.49	3.68	1.54	3.27	1.70
6. Feeling comfortable in dealing with parents	3.24	1.38	3.41	1.23	3.60	1.46	3.16	1.53
7. Becoming involved with the teachers' professional organization	2.39	1.32	2.19	1.33	2.94	1.54	2.55	1.61
8. Being given opportunities to participate in inservice programs	3.38	1.46	3.06	1.36	4.09	1.26	3.50	1.49
9. Identifying effective teaching behaviors through observation and discussion with teachers and supervisors	3.59	1.34	3.51	1.17	3.93	1.25	3.33	1.39

Satisfaction with Program Features

Item 28 asked interns and beginning teachers to rate their levels of satisfaction with 17 aspects of their first year in schools, using a scale from "1" ("Very Dissatisfied") to "5" ("Very Satisfied"). Results are presented in Table 8.18.

Interns were usually more satisfied than were beginning teachers--especially with supervisory assistance provided, with orientation to courses taught, with opportunities for observation and with variety of teaching experiences. Salary represented the only exception to this general pattern.

Table 8.19 presents the analysis of attitudes of supervising teachers about a variety of management features and program efforts. Responses ranged from "1" ("Strongly Disagree") to "5" ("Strongly Agree").

Favorable responses were obtained on most items. Of special interest are features 9 and 12. In the case of the former, supervising teachers did not feel that the program adds substantially to their workloads. On the other hand, in the case of item 12, supervising teachers seemed to feel a need for more training. This conclusion, too, was borne out in other questionnaire responses.

Principals were asked to respond to a similar set of items with respect to their experiences with beginning teachers; their responses are presented in Table 8.20. The results for Items 1-5 and 7-9 in Table 8.20 may be compared with those presented for Items 1-8 in Table 8.19. A comparison of means on common questions indicates no substantial differences between perceptions of the two groups of supervisors. The lowest rating in this latter set was assigned to item 6: "The beginning teacher in my school would have benefited greatly from an internship." The mean response for this item was 3.17. Both the standard deviation of 1.33, and the fact that 47 subjects did not respond, indicate some level of disagreement--and, perhaps, uncertainty--in this regard.

Orientation Activities

Principals of beginning teachers were asked to indicate whether or not formal orientation programs were organized for their beginning teachers prior to or during the first month of employment and, if so, to provide brief descriptions of those programs. Seventy of the respondents (about 30%) said that no programs of this kind were provided. Of those who said that there were, most indicated that orientation was handled through inservice activities organized by their school jurisdictions' central offices.

Table 8.18

Interns' and Beginning Teachers' Ratings of Satisfaction with Program Features

	Interns (n = 337)			Beginning Teachers (n = 239)		
Program Feature	Mean	SD	No Response	Mean	SD	No Response
1. Assignment to this particular school	4.50	0.85	14	4.32	0.97	2
2. Supervisory assistance provided by administrators	3.99	1.15	4	3.86	1.09	1
3. Supervisory assistance provided by teacher(s)	4.21	1.00	5	3.69	1.00	4
4. Orientation to the community	3.75	0.95	6	3.48	1.11	3
5. Orientation to the school	4.11	0.95	1	3.90	1.02	2
6. Orientation to the classroom	4.23	0.89	3	3.84	0.97	2
7. Orientation to courses taught	3.95	0.96	3	3.39	1.07	3
8. Opportunities for observation	3.94	1.12	4	2.90	1.19	1
9. Variety of teaching opportunities	4.46	0.88	3	3.94	0.99	5
10. Professional development opportunities	4.33	0.93	3	3.85	1.09	1
11. Evaluation of your progress by others	3.80	1.17	3	3.73	1.11	1
12. Your relationship with teachers	4.61	0.67	4	4.45	0.80	2
13. Your relationship with support staff	4.56	0.71	3	4.40	0.80	1
14. Non-teaching tasks assigned	4.12	1.02	6	3.98	0.93	2
15. Salary	2.24	1.09	3	3.81	0.97	1
16. Extracurricular tasks assigned	4.06	0.93	6	3.94	0.99	5
17. Overall growth in your teaching performance	4.50	0.70	1	4.39	0.75	3

Table 8.19

Extent of Agreement of Supervising Teachers with Program Features
(n = 359)

Program Feature	Mean	SD	Can't Tell
1. The intern's placement was appropriate to his/her teaching specialization	4.17	1.07	10
2. The intern was well prepared for teaching at time of employment	3.98	1.16	8
3. There was adequate supervision of the intern during the first year	4.31	0.96	7
4. There was adequate *formal* assessment of the intern	3.91	1.14	33
5. There was adequate *informal* assessment of the intern	4.35	0.87	11
6. The intern interacted effectively with parents	4.17	0.91	45
7. The intern interacted effectively with other members of staff	4.46	0.85	--
8. There was adequate opportunity for inservice training of the intern	3.96	1.20	28
9. The internship program added substantially to my workload	2.45	1.30	3
10. My own teaching skills were improved as a result of participating in the internship program	3.31	1.19	17
11. I felt adequately prepared to act as a supervising teacher	3.75	1.25	10
12. I was provided with adequate training for acting as a supervising teacher	2.59	1.40	16
13. My supervision skills (e.g., conferencing, evaluating, communicating) were enhanced as a result of participating in the internship program	3.45	1.14	15

Table 8.20

Principals' Perceptions of the First Year of Teaching for Beginning Teachers

Aspect of First-Year Teaching	Mean	SD	Can't Tell
1. The beginning teacher's placement was appropriate to his/her teaching specifications	4.37	0.85	--
2. The beginning teacher was well prepared for teaching at the time of employment	3.92	0.94	1
3. There was adequate supervision of the beginning teacher during the first year	3.89	0.86	1
4. There was adequate formal assessment of the beginning teacher during the first year	4.07	0.91	1
5. There was adequate informal assessment of the beginning teacher during the first year	4.09	0.89	3
6. The beginning teacher in my school would have benefited from an internship	3.17	1.33	47
7. The beginning teacher interacted effectively with parents	3.99	0.91	5
8. The beginning teacher interacted effectively with other staff	4.27	0.88	--
9. There was adequate opportunity for inservice training of the beginning teacher	3.37	1.15	3

Second in terms of frequency was provision within the schools. Third--but with a much lower frequency (19 respondents)--was arrangement of professional development days prior to commencement of teaching for the year. Some respondents also noted that their beginning teachers had received more than one form of formal orientation.

Principals of interns were further asked whether or not formal orientation programs were organized for their interns prior to or during the first month of employment and, if so, to give brief accounts of these activities. About 25%, that is, 97 respondents, said that no such programs were provided. Of the 280 who reported activities, 134 said that the central offices of their school jurisdictions had directed orientation, 47 said that they had assumed that responsibility, and 10 said only that orientation of interns was handled through inservicing. Sixteen respondents did not respond to this question.

Induction to Teaching

Item 32 was included to determine the extent to which interns' induction to full-time teaching had been graduated over the course of the year. Interns and supervising teachers were asked to indicate how much time interns spent in actual teaching at various points during the year. A summary of their responses is presented in Table 8.21.

It was difficult to determine how much time interns were engaged in teaching. The major problem was one of defining "teaching time." One complication was that the presence of interns in classes made it possible for teachers to split their students into groups. Thus both people might be engaged in "teaching." This difficulty may account for the considerable number of "no responses" in each group and, at times, a substantial disagreement in estimates.

Another definitional problem related to the term "full-time." In high schools, in particular, most teachers regularly instruct for about 80% of the school day. Interviews indicated that many interns also taught from 75-80% of the time but that they were seen, therefore, as not teaching full-time. This matter appears to require resolution through formal program guidelines.

The responses summarized in Table 8.21 indicate that 35-50% of interns were teaching full time at the beginning of the year--again, an issue for possible inclusion in formal guidelines. At the other extreme, a few interns were teaching only 1/4 or 1/2 of the time by the end of the year. In general, however, induction appears to have been graduated. Certainly, most supervisors realized that graduated experiences were an objective of the program.

Table 8.21

Perceptions of Interns and Supervising Teachers of the Time That Interns Spent in Teaching at Three Stages

Proportion of Total Teaching Time	Time of Year		
	Beginning	Middle	End
Responses by Interns (n = 337)			
1/4	85	8	5
1/2	93	55	8
3/4	89	140	123
Full time	43	124	176
No response	27	10	15
Responses by Supervising Teachers (n = 359)			
1/4	147	23	18
1/2	90	111	37
3/4	51	130	141
Full time	33	73	128
No response	38	22	35

Principals' Evaluation of Program Implementation

Principals with interns in their schools were asked for responses on 20 aspects of internship program implementation. Responses ranged from "1" ("Strongly Disagree") to "5" ("Strongly Agree"), and a "Can't Tell" category was also available. The results of analysis of these items are presented in Table 8.22.

Table 8.22 indicates a generally high level of satisfaction with the operation of the program. Principals felt that the workload of administrators and teachers was not substantially increased as a result of the program. As responses to Item 10 show, principals agreed with supervising teachers that there is a need for more training for supervising teachers. Also of significance is the number of "Can't Tell" responses for Items 5, 6 and 20. Apparently, details of selection criteria and funding were not always transmitted to personnel in schools.

Preparation and Skill Development

Preparedness of Interns

This questionnaire study also elicited information about the level of preparedness of interns and beginning teachers when they began their first assignments in schools. Although this was introduced differently for the various groups of respondents, it was sufficiently comparable across groups to be dealt with collectively. Responses were on a 5-point scale on which "1" represented "Very Poorly Prepared," and "5" represented "Very Well Prepared." Responses are detailed in Table 8.23.

Inspection of Table 8.23 reveals four main findings. First, interns and beginning teachers felt about equally well prepared in all areas. Second, the weakest area of preparation--the only item with a mean of less than 3.00 for interns and beginning teachers--was diagnosis of learner needs. Supervising teachers, however, did not see this as a problem. Third, principals of beginning teachers generally rated these new staff members as being better prepared than the beginning teachers rated themselves. Fourth, supervisors of interns also attributed to interns generally higher levels of preparedness than the interns assigned to themselves.

The data presented in Table 8.23 provide no evidence of differences between the two groups when they began teaching. While the Faculties of Education in this study may need to look at the problems of diagnosing learner needs, there is no clear evidence to suggest any areas of particular

Table 8.22

Principals' Evaluation of Aspects of Implementation of the Internship Program

Aspect	Mean	SD	Can't Tell
1. Program increased the administrators' workload	2.34	1.16	4
2. Program increased the workload of other teachers	2.26	1.14	3
3. The intern's placement was appropriate to his/her teaching specialization	4.31	0.99	4
4. Alberta Education criteria for selecting interns were known to me	3.57	1.43	23
5. Alberta Education selection criteria for interns were appropriate	4.01	0.87	68
6. Alberta Education criteria for selecting interns were adhered to	4.43	0.75	90
7. The intern was well prepared for teaching when he/she entered the program	3.74	1.10	7
8. The intern had a positive impact on student learning	4.19	0.94	11
9. The school was provided with adequate information about the internship program	3.91	1.06	3
10. Training for the supervising teacher(s) was adequate	2.88	1.20	15
11. There was adequate supervision of the intern at school	4.43	0.75	2
12. Policy regarding gradual induction of interns into classroom teaching was established	4.03	1.05	3
13. The policy regarding gradual induction into classroom teaching was appropriate	4.13	0.95	3
14. The policy regarding gradual induction into teaching was adhered to	4.20	0.89	19
15. The intern was given opportunity to interact with parents	4.20	0.85	6
16. The intern was given opportunity to interact with the community	3.91	0.95	15
17. The intern was given sufficient opportunity to work with a variety of teachers	4.53	0.76	4
18. There was adequate formal assessment of the intern's performance throughout the internship	4.27	0.85	2
19. There was adequate informal assessment of the intern's performance throughout the internship	4.50	0.69	4
20. The internship program was adequately funded	3.62	1.34	60

Table 8.23

Initial Teaching Skills of Interns and Beginning Teachers as Perceived by Principals of Beginning Teachers, Beginning Teachers, Supervising Teachers and Interns

	Supervising Teachers (n = 359)			Interns (n = 337)			Principals of Beginning Teachers (n = 255)			Beginning Teachers (n = 239)		
Initial Teaching Skills	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response
1. Handling of classroom routines	3.54	1.07	10	3.42	0.91	5	3.60	0.99	2	3.41	1.01	3
2. Control over students	3.26	1.12	8	3.29	0.94	4	3.46	1.06	2	3.25	1.03	2
3. Provision of instructions	3.59	1.02	10	3.71	0.78	2	3.84	0.80	1	3.79	0.82	2
4. Specification of objectives	3.63	1.06	12	3.61	0.85	3	3.70	0.91	2	3.73	1.00	2
5. Selection of content	3.57	1.08	9	3.29	0.99	3	3.74	0.83	1	3.28	1.00	3
6. Organization of material	3.85	1.04	7	3.74	0.87	2	3.97	0.82	1	3.57	0.97	3
7. Development of lesson plans	4.04	0.93	11	4.10	0.84	1	3.98	0.86	1	4.11	0.88	2
8. Development of unit plans	3.76	1.05	26	3.52	1.04	1	3.78	0.95	2	3.59	1.10	2
9. Presentation of information	3.78	0.92	7	3.75	0.76	1	3.89	0.77	2	3.84	0.78	2
10. Explanation of content	3.71	0.94	7	3.64	0.81	2	3.88	0.76	2	3.82	0.79	2
11. Use of questioning techniques	3.47	1.03	11	3.51	0.83	2	3.51	0.84	4	3.61	0.94	2
12. Use of pacing techniques	3.23	1.07	19	3.14	0.87	1	3.37	0.85	8	3.15	0.97	4
13. Summarization of content	3.56	0.95	23	3.41	0.83	2	3.63	0.77	10	3.49	0.83	5
14. Utilization of instructional media	3.86	0.97	16	3.54	0.93	1	3.88	0.81	7	3.47	0.94	3
15. Establishment of rapport with students	3.95	1.06	6	4.10	0.87	1	4.01	0.95	1	3.98	0.99	2
16. Motivation of students	3.70	1.07	8	3.62	0.81	2	3.80	0.93	1	3.65	0.91	2
17. Accommodation of individual differences among students	3.48	1.03	12	3.18	0.97	1	3.39	1.04	2	3.01	1.08	2
18. Encouragement of student participation	3.78	0.95	10	3.74	0.84	1	3.85	0.87	2	3.71	0.85	3
19. Working with other staff	4.14	0.96	10	3.93	0.92	1	4.06	0.93	3	3.74	1.03	2
20. Grouping of students for instruction	3.42	1.06	61	3.10	0.95	2	3.42	0.93	8	3.03	0.93	3
21. Arrangement of classroom learning environment	3.45	1.05	53	3.17	0.98	3	3.74	0.94	4	3.28	0.95	3
22. Diagnosis of learner needs	3.32	1.04	40	2.96	0.96	1	3.21	0.95	6	2.79	1.01	2

Table 8.23 (Continued)

	Supervising Teachers (n = 359)			Interns (n = 337)			Principals of Beginning Teachers (n = 255)			Beginning Teachers (n = 239)		
Initial Teaching Skills	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response
23. Preparation of classroom tests	3.54	0.99	43	3.31	0.97	3	3.58	0.81	22	3.35	1.04	2
24. Evaluation of student progress	3.64	1.00	19	3.23	0.94	1	3.63	0.80	1	3.20	0.97	3
25. Reporting on student progress	3.67	1.04	17	3.08	1.01	2	3.69	0.83	1	3.00	1.01	2
26. Overall performance of teaching tasks	3.71	0.99	20	3.47	0.75	4	3.79	0.79	13	3.44	0.74	2

weakness in pre-service preparation programs in Alberta. On the other hand, the abilities to plan lessons and to establish rapport with students appear to be special strengths which novice teachers bring to their initial involvement in school settings.

Skill Development

In an effort to determine whether those who commenced internship benefit more than those who entered teaching directly, supervising teachers, interns, principals of beginning teachers, and beginning teachers were asked to indicate the extent the first year of teaching or internship had facilitated growth in 25 areas and overall tasks of teaching. Items were rated on a 5-point scale with 5 representing "a great deal." Results are presented in Table 8.24.

Table 8.24 indicates that all groups agreed that the first year of teaching--whether in beginning teaching or in internship--was effective in the development of the skills of teaching. Indeed, the data presented here suggest that both experiences are seen as being almost equally effective in this regard.

At the same time, it should be added here that the supervisors of interns frequently felt they could not make judgements about skill development of those in their charge. For example, in items 20, 21 and 22 some 44, 38 and 32 supervising teachers felt that they could not judge whether or not the internship had been helpful in those specific areas. Comments frequently indicated that decisions in these tasks of teaching had not been under the direct control of the interns.

General Evaluation and Suggested Changes

Item 36 was devised to elicit opinions from various groups as to whether or not they felt the internship program should be continued. Responses were on a 5-point scale with the top rating of 5 referring to "strongly agree." Details of responses are presented in Table 8.25.

All groups were positive about continuing the program, with principals of interns being the most positive of all groups of respondents. Less favorable responses were obtained in connection with making internship part of the B.Ed. program. In this case, principals were the most positive, whereas beginning teachers were somewhat negative. Similarly, beginning teachers felt that internship should be voluntary, but most principals felt that it should not be a matter of individual choice.

Table 8.24

Development of Teaching Skills of Interns and Beginning Teachers as Perceived by Principals of Beginning Teachers, Beginning Teachers, Supervising Teachers and Interns

	Supervising Teachers (n = 359)			Interns (n = 337)			Principals of Beginning Teachers (n = 255)			Beginning Teachers (n = 239)		
Teaching Skills Developed	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response
1. Handling classroom routines	4.22	0.88	13	4.30	0.90	--	4.17	0.83	5	4.32	0.94	1
2. Control over students	4.13	0.90	12	4.30	0.89	--	4.10	0.89	7	4.27	0.88	1
3. Provision of instructions	4.18	0.81	11	4.20	0.89	--	4.02	0.84	9	4.18	0.90	1
4. Specification of objectives	4.07	0.88	20	3.94	0.93	1	4.00	0.79	8	3.83	0.93	1
5. Selection of content	4.11	0.90	19	4.07	0.90	--	4.04	0.79	8	4.06	0.94	1
6. Organization of material	4.19	0.86	13	4.11	0.97	--	4.09	0.86	7	4.15	0.95	1
7. Development of lesson plans	4.21	0.89	16	3.87	1.17	--	4.04	0.86	6	3.89	1.15	1
8. Development of unit plans	4.11	0.94	21	3.97	1.06	--	4.06	0.88	8	3.85	1.13	1
9. Presentation of information	4.20	0.82	13	4.10	0.97	--	4.04	0.89	8	4.17	0.90	1
10. Explanation of content	4.17	0.79	15	4.04	0.94	1	4.01	0.89	9	4.08	0.92	2
11. Use of questioning techniques	4.09	0.88	17	4.07	0.97	--	3.94	0.85	7	3.96	0.99	2
12. Use of pacing techniques	4.03	0.92	19	4.07	0.94	--	3.95	0.88	10	3.97	0.97	2
13. Summarization of content	4.03	0.89	23	3.86	0.99	--	3.84	0.83	10	3.79	0.92	2
14. Utilization of instructional media	4.10	0.96	17	3.92	1.05	--	3.94	0.95	15	3.72	1.04	2
15. Establishment of rapport with students	4.25	0.90	12	4.23	1.07	--	4.13	0.96	7	4.29	1.01	1
16. Motivation of students	4.14	0.92	16	4.08	0.97	--	4.06	0.91	7	4.01	0.98	1
17. Accommodation of differences among individual students	4.04	0.95	19	4.04	0.96	1	3.90	0.85	10	3.89	0.96	1
18. Encouragement of student participation	4.17	0.88	15	4.05	1.04	--	4.05	0.84	7	4.04	0.92	1
19. Working with other staff	4.28	0.96	17	4.30	1.02	--	4.17	1.01	12	4.16	1.07	1
20. Grouping of students for instruction	3.87	1.03	44	3.89	1.04	--	3.79	0.92	9	3.73	0.94	1
21. Arrangement of classroom learning environment	3.90	1.08	38	3.76	1.14	--	3.92	0.96	9	4.01	1.04	1
22. Diagnosis of learner needs	3.82	0.99	32	3.91	1.00	--	3.79	0.92	7	3.85	0.92	1

Table 8.24 (continued)

Teaching Skills Developed	Supervising Teachers (n = 359)			Interns (n = 337)			Principals of Beginning Teachers (n = 255)			Beginning Teachers (n = 239)		
	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response
23. Preparation of classroom tests	4.06	0.90	28	3.93	1.08	--	3.93	0.86	16	4.00	0.96	1
24. Evaluation of student progress	4.19	0.82	16	4.24	0.88	--	4.02	0.85	6	4.20	0.90	1
25. Reporting on student progress	4.18	0.86	17	4.20	0.96	--	4.11	0.87	6	4.23	0.87	1
26. Overall performance of teaching tasks	4.21	0.83	15	4.32	0.85	4	4.05	0.94	17	4.31	0.82	2

Table 8.25

Opinions of Principals, Interns, Supervising Teachers and Beginning Teachers Regarding Continuation and the Nature of the Internship Program

	Principals of Interns (n = 337)			Supervising Teachers (n = 359)			Interns (n = 337)			Beginning Teachers (n = 239)		
Item	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response	Mean	SD	No Response
1. The internship should be continued	4.70	0.70	4	4.45	0.89	6	4.28	0.97	3	3.46	1.29	12
2. The internship should be required, following a B.Ed. or equivalent, for entry to the teaching profession	3.86	1.41	12	3.30	1.51	10	3.33	1.53	6	2.07	1.44	7
3. The internship should be voluntary	2.94	1.66	21	3.12	1.61	19	2.95	1.51	13	4.10	1.35	10

A related, open-ended sub-question set asked respondents to indicate how the internship should be changed. Responses to this question are represented in Table 8.26, which indicates frequencies of mention by each respondent group and the total number of times each response was given. Responses that occurred less frequently than ten times in a category are not reported.

Frequencies presented in Table 8.26 exhibit the major concerns of all groups. The need for guidelines about matters such as roles and expectations of interns, evaluation methods and workloads were concerns for all groups. There was a general feeling that interns are not treated equally with other staff members and that, in many cases, they do the jobs of beginning teachers, without being paid accordingly. Such guidelines were seen as being of special importance if internship is voluntary.

Many saw a need for some kind of credit for completion of the internship year. Such credit could be applied to certification or the salary grid. This was also seen as being affected somewhat by whether or not internship is compulsory. One alternative suggested by some respondents is to make internship part of the B.Ed. requirements, preferably without lengthening the B.Ed. programs. This suggestion was made almost exclusively by respondents associated with elementary education.

Other responses to this question mainly reflect differences in local arrangements. In general terms, only 15 people felt that the program was unnecessary; even then, they often suggested that "some" people might benefit from being required to take it.

Principals of interns, interns and supervising teachers were asked to comment directly upon the optimum length of an internship. Available responses ranged from one-quarter of a year to more than one year. The question also made provision for "other" suggestions. The responses to this item are presented in Table 8.27. The most common opinion was that an internship of one year represents the most appropriate length of experience.

As in other phases of the evaluation study, respondents were invited to provide overall ratings of the value of the internship program. A 10-point scale, ranging from "no value" to "highly valuable," was presented to principals of interns, interns and supervising teachers. Table 8.28 presents the frequencies of each group of responses and the means and standard deviations for each group. The results indicate very favorable attitudes among the groups.

Principals of beginning teachers only were asked to describe the major strengths of their beginning teachers. Many found it appropriate to list more than one strength for

Table 8.26

Proposed Changes in the Internship Program

Suggested Change	Principals of Interns	Supervising Teachers	Interns	Beginning Teachers	Total
1. Better guidelines	19	76	107	31	231
2. Credit for certification, salary, etc.	18	16	105	81	170
3. Better salary for interns, especially if compulsory	33	14	26	30	103
4. Make it part of B.Ed.	21	16	43	23	103
5. OK as is; excellent program	27	14	12	2	54
6. Too long	14	7	14	2	37
7. Should be compulsory	17	8	2	3	30
8. More in-service for supervising teachers and interns	--	24	4	1	29
9. Greater variety of assignments is needed	--	10	5	11	26
10. Less supervision, more independent teaching and responsibility	3	6	9	4	22
11. Elevate intern above student teaching status	15	--	14	2	21
12. Express commitment or preference to employ	2	3	5	9	19
13. Not needed, so eliminate	--	6	4	5	15
14. Work with only one teacher	--	4	5	2	13
15. More time for planning and discussion	--	8	3	--	11
16. Should be voluntary	--	4	4	3	11
17. Stop use of interns as substitute teachers	--	4	--	6	10

Table 8.27

Opinions of Principals, Interns and Supervising Teachers on Optimum Length of Internship

	Frequency		
Proposed Length	Principals of Interns (n = 370)	Supervising Teachers (n = 359)	Interns (n = 337)
1. Quarter year	5	9	2
2. Half year	28	48	55
3. Full year	323	288	252
4. More than one year	4	3	5
5. No response	9	7	7
6. Other	1	4	16

Table 8.28

Overall Rating of the Alberta Internship as Perceived by Principals of Interns, Interns and Supervising Teachers

	Frequency		
Ratings	Principals of Interns (n = 370)	Supervising Teachers (n = 359)	Interns (n = 337)
1 (No value)	1	--	2
2	4	6	5
3	1	4	5
4	4	10	11
5 (Moderately valuable)	16	15	12
6	10	10	16
7	34	35	51
8	85	86	55
9	85	42	69
10 (Highly valuable)	118	125	99
No response	12	25	12
Mean	8.47	8.28	8.11
SD	1.66	1.90	1.98

each beginning teacher, with the result that the most common strengths recorded--those with frequencies greater than 10--substantially exceeded the number of beginning teachers being reported on. These strengths and the frequency with which they were reported were as follows: enthusiasm for teaching (n = 85), willingness to work hard (n = 50), willingness to learn (n = 44), organizational skills (n = 33), interpersonal skills (n = 32), dedication to the welfare of children (n = 31), sound knowledge base (n = 27) and generally well trained (n = 13).

Principals of beginning teachers were also invited to contribute comments regarding problems of beginning teachers. Only these two items were mentioned more frequently than 10 times each: weak classroom management skills (n = 26) and difficulty with classroom control (n = 21). Several of the principals stressed that these comments related to beginning teachers generally, not to their own in particular.

Principals of interns, interns and supervising teachers were also asked to indicate what they felt were the weaknesses of the internship program. The results of content analysis on these responses are summarized below, including the frequencies with which items were mentioned. Only items mentioned at least 10 times are reported.

The comments summarized in Table 8.29 again suggest the need for specific guidelines. Credit toward salary or certification was mentioned frequently. Low salary, the need for job guarantees or at least promises of priority for employment, and the problems of status of interns were also frequently mentioned. A total of 70 respondents indicated that there were no problems.

The same groups of respondents were also asked to indicate what they considered to be the strengths of the internship program. The results of the analysis of comments appear in Table 8.30.

Items 42 and 43 asked interns to indicate which aspects of the internship they had found most beneficial and least beneficial. The most beneficial activities are listed below. Frequency of mention is indicated in parentheses.

1.	General experience of actual teaching	(75)
2.	Experience with a variety of groups, grades, subject areas	(72)
3.	Opportunity to observe experienced teachers	(56)
4.	Opportunity to receive feedback from experienced teachers	(53)
5.	Gradual induction, support, etc.	(46)
6.	Inservice programs--especially "Teacher Effectiveness Training"	(39)
7.	Opportunity to plan lessons and units	(21)

Table 8.29

Perceived Weaknesses of the Internship Program

Weakness	Frequency			
	Principals of Interns	Supervising Teachers	Interns	Total
1. Guidelines: role, evaluation legal status, abuses	24	106	171	301
2. No credit for certification/ salary	12	13	68	93
3. Salary too low	--	38	32	70
4. No guarantee of job, priority	4	30	32	66
5. Status vis-a-vis "regular" beginning teachers	3	14	35	52
6. More training for supervising teachers	6	21	11	38
7. Should not be used to replace teachers	3	10	21	34
8. Lack of continuous experience and full responsibility	--	6	19	25
9. Excessive evaluation and supervision of interns	4	4	11	19
10. Should be voluntary or as needed	4	6	4	14
11. Inappropriate placement	--	9	4	13
12. Too many classes and assignments	--	10	3	13
13. Should not be allowed to take jobs during internship	--	12	--	12

Table 8.30

Perceived Strengths of the Internship Program

Strength	Frequency			
	Principals of Interns	Supervising Teachers	Interns	Total
1. Practical experience: opportunity to teach beyond practicum	26	54	98	178
2. Transition into teaching and support while learning	24	85	62	171
3. Opportunity to work with and observe experienced, expert teachers	22	61	57	140
4. Can learn the ropes--expectations and roles	20	36	26	82
5. Improves skills and techniques and resolves teaching problems	14	12	30	54
6. Provides a range of experience--many grades and subject areas--and caters for grade level preferences	15	18	27	50
7. Increases confidence	10	18	21	49
8. Helps schools through extra teaching resources	16	27	3	46
9. Allows development of personal styles and strategies	10	12	18	40
10. Improves job prospects	2	20	16	38
11. Aids in career decision making	8	18	9	35
12. Fresh ideas motivate staff	11	19	--	30
13. Feedback permits self-evaluation	10	--	13	23
14. Opportunity to collect and develop materials	4	6	13	23
15. Can learn routines and classroom management strategies	8	2	11	21
16. Gets educators started and involved	6	--	14	20
17. Evaluation weeds out the weak	6	13	--	19
18. It's a job--preferable to no employment	--	--	14	14
19. Can learn to know and understand students	2	5	4	11

8.	Opportunity to build up materials and resources	(18)
9.	Opportunity to evaluate and report pupil progress	(13)
10.	Opportunity to learn about children	(12)
11.	Improvement of job prospects	(8)
12.	Provided immediate employment	(5)

Least beneficial aspects of the program, according to interns, were:

1.	The experience did not count toward salary or certification	(45)
2.	The salary was too low	(40)
3.	Being referred to and treated as "student teachers"	(30)
4.	Being asked to change teaching assignments too frequently	(21)
5.	Excessive supervision and insufficient responsibility	(19)
6.	Unclear guidelines	(15)
7.	Lack of opportunity to take full responsibility for classes	(14)
8.	No job guarantee	(14)
9.	Used as aides and substitute teachers	(7)
10.	Inappropriate assignments	(6)
11.	Insufficient time to observe, at the beginning of internship	(5)
12.	Inappropriate inservice programs	(3)

It should be noted also that 48 respondents identified no aspects of the program that were not beneficial. With reference to other comments, it was obvious that clearer guidelines could be expected to resolve most of the problems cited, except for those related to credit for the year of experience, salary, and job guarantees.

To shed light on the training needs of teachers, supervising teachers were asked to indicate what they saw as weaknesses of their interns. Only about 40% of the supervising teachers responded to this question, and 77 of these reported that they observed no weaknesses. A list of weaknesses reported by 10 or more respondents appears in Table 8.31.

Supervising teachers' perceptions of the strengths of interns were also sought, and these are presented in Table 8.32. Again, only strengths acknowledged by 10 or more respondents are reported.

In general, the interns were viewed very positively by all overseeing groups. Clearly, a high priority is placed on enthusiasm and willingness to learn. One comment that was frequently made was that there may be a positive bias in favor of the total program because the interns were of high

Table 8.31

Weaknesses of Interns as Perceived by Supervising Teachers

Weakness of Interns	Frequency of Mention
1. Classroom management (control and discipline)	57
2. Inadequate teaching skills	35
3. Lack of knowledge of subject matter and/or curricula	26
4. Inability to organize time effectively	19
5. Inability to establish rapport with students	16
6. Lack of experience and confidence	16
7. Too dependent	15
8. Lack of enthusiasm	14

Table 8.32

Strengths of Interns as Perceived by Supervising Teachers

Strength of Interns	Frequency of Mention
1. Enthusiasm, willingness to work hard	139
2. Good rapport with students	86
3. Good planning, preparation, organization	68
4. Good knowledge of subject	20
5. Ability to select appropriate activities and prepare original materials	16
6. Flexible, adaptable	15

calibre. Some felt it was also possible that the interns worked hard because they saw it as a way to acquire jobs. This, in turn, sometimes led to abuse because interns felt they could not say "no" to unreasonable demands.

In item 46, beginning teachers were asked to state what they saw as the major problem confronting beginning teachers. Many listed more than one problem each. The following problems were reported by 10 or more beginning teachers: shock arising out of the transition from theory to practice (n = 34); time management (n = 28); classroom discipline (n = 27); poor evaluation and reporting (n = 24); lack of planning skills (n = 23); lack of knowledge about classroom management (n = 21); insufficient knowledge of school routines (n = 19); lack of jobs (n = 16); uncertainty about sources of curriculum materials (n = 15); shortage of curriculum knowledge (n = 15); and lack of feedback about performance (n = 14). The beginning teachers who reported these problems came from all three universities in the study. Indeed, based upon the problems reported and an examination in institutions from which the respondents graduated, it seemed that no university or region prepares teachers better or worse than any other.

Beginning teachers were also asked whether or not internship should be compulsory and reasons for those opinions. Twenty-six did not respond to this question; of the remaining respondents, 172 disapproved of compulsory internship and 41 approved. These reasons for disapproving were reported more frequently than 10 times: unnecessary adjunct to practicum (n = 39); educators need total control of their own classrooms (n = 33); and internship attracts inadequate salary and no credit toward certification (n = 16). The only well-supported reason for commending compulsory internship was that it is good experience (n = 15). Qualified support was offered on two further grounds: retain the internship but reserve it for those who cannot obtain regular jobs (n = 33); and pursue internship only if university preparation is changed to three years of course work plus a one-year internship (n = 14).

Beginning teachers were also invited to record additional comments about their first-year teaching experience. Only two comments were made frequently enough to warrant mention here: "I chose the right profession" (n = 49), and "It was very tough at first but I am enjoying it now" (n = 13). The greatest strength most people perceived in the program related to the opportunity to practice under the guidance of experienced teachers. It seems that the objective of gradual transition was being met.

Item 48 asked principals of interns and supervising teachers to indicate whether or not they would have been prepared to participate in the program had they known as much about the program as they know now. They were also asked to provide reasons for those opinions. This item was intended to elicit comments beyond the strengths and weaknesses mentioned in previous responses. As Table 8.33 shows, many additional perceptions were obtained.

The final item (Item 49) asked respondents in this aspects of the study for general comments that they might wish to make. While many issues had already been dealt with, further ideas were also introduced. All responses were analyzed, and a summary is presented in Table 8.34.

Of the 620 who responded to this item, all but 13 were strongly supportive of the program. While many indicated that the experience was an important one for interns, another common response was that schools in general had benefited; interns had brought enthusiasm, energy, new ideas and positive input. This frequently resulted in renewal and interest in self-evaluation among supervising teachers. At a minimum, the program provided for improved staff utilization because it provided "extra bodies" in many classrooms.

Of the few (13) respondents who were negative about the program, 7 indicated that they felt that not all new graduates needed such an experience. Time imposition on administrators--who, unlike classroom teachers, do not usually get extra time off for supervision--was mentioned six times. Two felt that the program was too complex and that there were too many rules.

Taken together, these comments support other findings in this study: the program was seen as being generally beneficial. Better guidelines may resolve problems of expectations, inequity and abuse, and credit for experience needs to be examined, especially if the internship is to be compulsory. Attitudes appeared to be affected significantly by the problem of job prospects, and the salary was considered to be too low if the work assignment is equal to that of a beginning teachers who has not undergone internship. However, most respondents felt that, if these issues were to be dealt with at the government level, other difficulties could be resolved at the school and jurisdiction levels. Finally, the program was particularly popular among principals and supervising teachers. Indeed, many expressed interest in having more interns in the future.

Summary

A number of summary statements about the Initiation to Teaching Project may be identified from the foregoing discussion of questionnaire responses by the principals of

Table 8.33

Reasons Cited by Principals of Interns and Supervising Teachers for Retrospectively Approving Their Decisions to Participate in the Internship Program

Reason	Principals of Interns	Supervising Teachers	Total
1. A valuable experience for interns--in particular, improves skills and shows them what teaching really involves	111	57	168
2. Has a positive effect on all--motivates students, especially	105	55	160
3. Provides new input, ideas and motivation	26	100	126
4. Helps in group work and utilizes specialist skills (e.g., PE, Music)	48	39	87
5. A good program, believe in it and enjoy helping	24	36	60
6. Interns bring energy and enthusiasm	17	20	37
7. Good transition, with guided experience	14	18	32
8. Provides professional responsibility	9	22	31
9. Causes teachers to evaluate their own performance	8	20	28
10. Mutual benefits with reasonable work trade-off	4	23	27
11. Provides employment and improves intern's chances of employment	14	6	20

Table 8.34

General Comments about the Internship Program

Comment	Frequency of Mention			
	Principals of Interns	Supervising Teachers	Interns	Total
1. Good program	19	38	86	133
2. Need guidelines about expectations and evaluation	12	25	28	65
3. Should grant credit for experience gained	--	20	25	45
4. Need better care for future interns (e.g., job opportunities)	5	10	22	37
5. Had an excellent intern	10	20	--	30
6. Low salary	--	12	16	28
7. Staff were very helpful	--	--	22	22
8. Prepares better teachers	5	11	--	16
9. Inappropriate assignment leads to abuse	--	--	12	12
10. Schools need more input into selection	4	8	--	12
11. Provides an extra person, improving staff utilization	4	7	--	11
12. Too many classes, areas and levels	--	--	9	9
13. I enjoyed it	3	6	--	9
14. Staff attitude about status is a problem	--	--	8	8
15. More variety in assignment needed	--	--	5	5
16. Duration is too long	--	--	4	4

interns, supervising teachers, interns, principals of beginning teachers and beginning teachers in this study. These remarks are grouped under two general headings of "general" and "policy issues."

General

1. There was general support among all respondents groups for continuation of the internship program. However, when beginning teachers were asked whether internship should be compulsory, many disagreed.

2. The majority of interns benefited from the Professional Development Grant, either through professional development activities organized by their school jurisdictions or through support to attend activities outside their jurisdictions.

3. There was a strong positive relationship between grade level preferences of interns and beginning teachers and the grade levels to which they were assigned.

4. Interns and beginning teachers were perceived to be equally well prepared at the outset of their appointments, and the first year in the classroom appeared to be equally effective for both groups in developing their teaching skills.

5. Supervising teachers of interns, given the released time provided by the intern, did not feel burdened by substantial increases in their workloads.

6. Very few schools with interns obtained special funding from their jurisdictions to purchase materials on behalf of their interns.

7. Alberta Education personnel were not substantially involved in supervising either interns or beginning teachers.

8. Primary responsibility for supervising beginning teachers continues to rest with school administrators, but responsibility for evaluating interns resides more with supervising teachers.

9. Most interns accepted their appointments because they could not obtain regular teaching positions. They expected that working as interns would lead to permanent positions.

10. In some instances, interns were treated as if they were student teachers by staff. There appears to be some confusion regarding the role of the intern.

Policy Issues

1. In general, supervising teachers were not given specific training for their role. Indeed, many supervising teachers expressed a desire for formal training in supervisory techniques.

2. Induction of interns into teaching tended to be graduated, but there was considerable variation in the rapidity with which teaching responsibility was increased and in the degrees of teaching responsibility initially assigned. A definition of "full-time teaching" in the guidelines appears to be needed. In many instances, full-time teaching at the secondary level is 80% of the school day, while at the elementary level it is generally 100% of the school day.

3. Strong dissatisfaction was expressed--particularly among the interns--with the level of remuneration for the work done by interns. There may need to be a clearer description in the Provincial Guidelines concerning the extent and nature of interns' workload.

4. Interns and other groups of respondents disapproved of the present policy of not providing credit toward permanent certification for internship experience.

5. There were substantial variations in the frequency and forms of evaluation of interns. Specific guidelines may need to be established in connection with evaluation procedures and responsible parties.

APPENDIX A

"MASTER QUESTIONNAIRE" COMPRISING ALL ITEMS FROM INDIVIDUAL QUESTIONNAIRE INSTRUMENTS

ITEM	P_I	P_B	S	I	B*
I. DEMOGRAPHIC AND DESCRIPTIVE DATA/SAMPLE CHARACTERISTICS					
1. How many Interns were appointed in the school prior to Nov 1/85?	X		X		
2. Date of initial appointment of Intern(s).	X				
3. Contract termination date of Intern if prior to June 30/86.	X				
4. Reason(s) for early termination.	X				
5. Please circle the appropriate number identifying the type of jurisdiction within which your school operates. County . . . . 1 School Division. . . . . . . 5 Public School District. . 2 Regional School District . . 6 Protestant Separate S. D. 3 Roman Catholic Public S D . 7 Roman Catholic S. D. . . 4 Consolidated School District 8	X	X	X	X	X
6. What is your school's location? Urban ____ 1 Rural ____ 2	X	X	X	X	X
7. What grade levels are served by your school. (Circle number). K-6 . . . 1 K- 9 . . . 4 10-12 . . . 7 1-6 . . . 2 7-12 . . . 5 K-12 . . . 8 7-9 . . . 3 9-12 . . . 6 1-12 . . . 9 Other (Please specify) ________________________	X	X	X	X	X
8. How many certificated teachers are on staff at your school? ____	X	X	X	X	X
9. How many Beginning Teachers were appointed to the school during the 1985/86 academic year?					X
10. Sex of Beginning Teacher/Intern.		X	X		

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*P_I = Principals of interns; P_B = Principals of beginning teachers; S = Supervising teachers; I = Interns; B = Beginning teachers

ITEM	P_I	P_B	S	I	B
I. (CONTINUED--Demographic and Descriptive Data/Sample Characteristics)					
11. In which institution did you complete your certification requirements?				X	X
U of Alberta . . . . 1 U of Calgary . . . . . 3 U of Alberta, Faculte Saint-Jean. 2 U of Lethbridge . . . 4					
Other (Please specify) ____________________					
12. In what year did you receive your Interim Professional Certificate?				X	X
1985 . . . . 1 1982 . . . . 4 1984 . . . . 2 1981 or earlier. . 5 1983 3					
13. Which grade level(s) do you feel most comfortable teaching?				X	X
K-6 . . . . 1 Junior High . . . 2 Senior High . . . 3					
14. At which grade level has most of your teaching taken place this school year?				X	X
K-6 . . . . 1 Junior High . . . 2 Senior High . . . 3					
15. What was your age on September 1/85? ____________				X	X
16. Sex: Male . . . 1 Female . . . 2				X	X
17. Sex of Supervising Teacher: Male . . . 1 Female . . . 2				X	

ITEM	P_I	P_B	S	I	B
I. (CONTINUED--Demographic and Descriptive Data/Sample Characteristics)					
18. Please rate the following in terms of importance in your decision to take part in the Internship. 1 = Not Important 5 = Very Important 0 = No Opinion				X	

	Not Important				Very Important	No Opinion
1. I needed more experience under guided instruction than was provided by the Practicum.	1	2	3	4	5	0
2. I wanted additional experience to increase my self-confidence.	1	2	3	4	5	0
3. I anticipated that the Internship would lead to a permanent position.	1	2	3	4	5	0
4. I anticipated that the Internship would become a requirement for a permanent position.	1	2	3	4	5	0
5. I was offered a beginning teacher appointment that was unsuitable to me.	1	2	3	4	5	0
6. I was unable to obtain a teaching position.	1	2	3	4	5	0
7. Other (please specify) ________________	1	2	3	4	5	0

ITEM	P_I	P_B	S	I	B
I. (CONTINUED--Demographic and Descriptive Data/Sample Characteristics)					
19. Please rate the following in terms of importance in your decision NOT to take part in the Internship Program. 1 = Not Important 2 = Very Important 0 = No Opinion					X

	Not Important				Very Important	No Opinion
1. I felt that the Practicum provided sufficient experience for teaching.	1	2	3	4	5	0
2. I was confident in my ability to manage a full-time teaching position.	1	2	3	4	5	0
3. I was offered a teaching appointment that was suitable to me.	1	2	3	4	5	0
4. The salary for the Internship was inadequate for my needs.	1	2	3	4	5	0
5. I did not receive adequate information about the Internship Program.	1	2	3	4	5	0
6. I did not receive information about the Internship Program soon enough.	1	2	3	4	5	0
7. Other (please specify). ______________	1	2	3	4	5	0

ITEM	P_I	P_B	S	I	B
II. FUNDING					
20. Has, or will, your Internship Program benefit from the special Professional Development Grant available for Interns through the Initiation to Teaching Project? Yes ____ 1 No ____ 2 If "Yes", please explain briefly. ____________________ ____________________ ____________________	X				
21. Have you received additional funding to purchase instructional resource materials/supplies for your Intern? Yes ____ 1 No ____ 2	X				
22. If your answer to Question 21 was "Yes", how much additional money did you receive? Amount $__________ How utilized (specify) ____________________ ____________________	X				

ITEM	P_I	P_B	S	I	B
III. SUPPORT SERVICES AND SUPERVISION					
23. Please indicate below the extent to which each of the listed support services was utilized by Internship supervisor(s) in your school. 1 = Very Little 5 = A Great Deal 0 = Can't Tell	X				

	Extent of Utilization					
	Very Little				A Great Deal	Can't Tell
1. Teachers other than the supervising teacher.	1	2	3	4	5	0
2. Administrators in your school.	1	2	3	4	5	0
3. Central Office Personnel in your school system.	1	2	3	4	5	0
4. Alberta Education Regional Office Personnel.	1	2	3	4	5	0
5. Alberta Education Central Office Personnel.	1	2	3	4	5	0
6. Other (please specify) ____________ ____________	1	2	3	4	5	0

ITEM	P_I	P_B	S	I	B
III. (CONTINUED--Support Services and Supervision)					
24. Please indicate below the extent to which each of the following was utilized in providing supervision for the Beginning Teacher/ Intern in your school. 1 = Very Little 5 = A Great Deal 0 = Can't Tell		X	X		

	Extent of Utilization					
	Very Little				A Great Deal	Can't Tell
1. Other teachers in your school.	1	2	3	4	5	0
2. Administrators in your school.	1	2	3	4	5	0
3. Central Office Personnel in your school system.	1	2	3	4	5	0
4. Alberta Education Regional Office Personnel.	1	2	3	4	5	0
5. Alberta Education Central Office Personnel.	1	2	3	4	5	0
6. Other (please specify) ____________________ ____________________	1	2	3	4	5	0

ITEM	P_I	P_B	S	I	B
III. (CONTINUED--Support Services and Supervision)					
25. Please indicate below to what extent the following personnel were involved in assessment of your Intern or Beginning Teacher.	X	X	X		

1 = Very Little
5 = To A Great Extent
0 = Not Used

	Very Little			To A Great Extent		Not Used
1. One teacher only	1	2	3	4	5	0
2. Several teachers	1	2	3	4	5	0
3. An administrator from your school	1	2	3	4	5	0
4. A Central Office representative from your school system	1	2	3	4	5	0
5. An Alberta Education Regional Office representative	1	2	3	4	5	0
6. Other (specify) ____________ ____________	1	2	3	4	5	0

ITEM	P_I	P_B	S	I	B
III. (CONTINUED--Support Services and Supervision)					
26. In Column I, please indicate the degree to which you experienced concern in the areas listed below, and in Column II to what extent assistance was available.				X	X

1 = Very Little
5 = Very Great
0 = None

	Column I Extent of Concern						Column II Extent of Assistance Available					
	Very Little				Very Great	None	Very Little				Very Great	None
1. Understanding the philosophy of the school	1	2	3	4	5	0	1	2	3	4	5	0
2. Learning school routines	1	2	3	4	5	0	1	2	3	4	5	0
3. Availability of experienced teacher or teachers to discuss problems related to teaching	1	2	3	4	5	0	1	2	3	4	5	0
4. Having the opportunity to observe other teachers	1	2	3	4	5	0	1	2	3	4	5	0
5. Understanding the expectations of the school regarding the role and functions of a beginning teacher or intern	1	2	3	4	5	0	1	2	3	4	5	0
6. Availability of informal evaluation by Principal or other supervisory personnel	1	2	3	4	5	0	1	2	3	4	5	0

ITEM			P_I	P_B	S	I	B
III. (CONTINUED--Support Services and Supervision)							
26. (Continued)						X	X
7. Availability of formal evaluation by Principal or other supervisory personnel	1 2 3 4 5 0	1 2 3 4 5 0					
8. Availability of feedback on specific aspects (strategies, techniques, etc.) of teaching	1 2 3 4 5 0	1 2 3 4 5 0					
9. Other (please specify)	1 2 3 4 5 0	1 2 3 4 5 0					
27. In column I please indicate the extent to which you desired help in each area and in column II the extent to which help was provided. 1 = Very Little 5 = Very Great 0 = None	Column I Help Desired	Column II Help Provided				X	X
	Very Little — Very Great — None	Very Little — Very Great — None					
1. Orientation to the school at the beginning of the year	1 2 3 4 5 0	1 2 3 4 5 0					
2. Coping with the demands of supervisors	1 2 3 4 5 0	1 2 3 4 5 0					
3. Coping with apprehension related to the adequacy of your teaching	1 2 3 4 5 0	1 2 3 4 5 0					

ITEM			P_I	P_B	S	I	B
III. (CONTINUED--Support Services and Supervision)							
27. (Continued)						X	X
4. Managing your time effectively	1 2 3 4 5 0	1 2 3 4 5 0					
5. Feeling comfortable interacting with school staff	1 2 3 4 5 0	1 2 3 4 5 0					
6. Feeling comfortable in dealing with parents	1 2 3 4 5 0	1 2 3 4 5 0					
7. Becoming involved with teachers' professional organization	1 2 3 4 5 0	1 2 3 4 5 0					
8. Being given opportunities to participate in in-service programs	1 2 3 4 5 0	1 2 3 4 5 0					
9. Indentifying effective teaching behaviors through observations, discussions, etc., with teachers and supervisors, etc.	1 2 3 4 5 0	1 2 3 4 5 0					
10. Other (please specify)	1 2 3 4 5 0	1 2 3 4 5 0					

ITEM						P_I	P_B	S	I	B
III. (CONTINUED--Support Services and Supervision)										
28. Please indicate your degree of satisfaction with each of the following.									X	X
	Very Dissatisfied			Very Satisfied						
1. Assignment to this particular school	1	2	3	4	5					
2. Supervisory assistance provided by administrators	1	2	3	4	5					
3. Supervisory assistance provided by teacher(s)	1	2	3	4	5					
4. Orientation to the community	1	2	3	4	5					
5. Orientation to the school	1	2	3	4	5					
6. Orientation to the classroom	1	2	3	4	5					
7. Orientation to courses taught	1	2	3	4	5					
8. Opportunities for observation	1	2	3	4	5					
9. Variety of teaching opportunities	1	2	3	4	5					
10. Professional development opportunities	1	2	3	4	5					
11. Evaluation of your progress by others	1	2	3	4	5					
12. Your relationship with teachers	1	2	3	4	5					
13. Your relationship with support staff	1	2	3	4	5					

ITEM							P_I	P_B	S	I	B
III. (CONTINUED--Support Services and Supervision)											
28. (Continued)											
14. Non-teaching tasks assigned to you	1	2	3	4	5						
15. Salary	1	2	3	4	5						
16. Extracurricular tasks assigned	1	2	3	4	5						
17. Overall growth in your teaching performance	1	2	3	4	5						
Please comment on any of the items above that caused you the most dissatisfaction. ________											
29. Please indicate your level of agreement with each of the following statements.									X		
	Strongly Disagree			Strongly Agree		Can't Tell					
1. The Intern's placement was appropriate to his/her teaching specialization.	1	2	3	4	5	0					
2. The Intern was well prepared for teaching at the time of employment.	1	2	3	4	5	0					
3. There was adequate supervision of the Intern during the first year.	1	2	3	4	5	0					
4. There was adequate formal assessment of the Intern.	1	2	3	4	5	0					

ITEM							P_I	P_B	S	I	B
III. (CONTINUED--Support Services and Supervision)											
29. (Continued)									X		
5. There was adequate informal assessment of the Intern.	1	2	3	4	5	0					
6. The Intern interacted effectively with parents.	1	2	3	4	5	0					
7. The Intern interacted effectively with other members of staff.	1	2	3	4	5	0					
8. There was adequate opportunity for in-service training of the Intern.	1	2	3	4	5	0					
9. The Internship Program added substantially to my workload.	1	2	3	4	5	0					
10. My own teaching skills were improved as a result of participating in the Internship Program.	1	2	3	4	5	0					
11. I felt adequately prepared to act as a Supervising Teacher.	1	2	3	4	5	0					
12. I was provided with adequate training for acting as a Supervising Teacher.	1	2	3	4	5	0					
13. My supervision skills (eg. conferencing, evaluating communicating) were enhanced as a result of participating in the Internship Program.	1	2	3	4	5	0					

ITEM							P_I	P_B	S	I	B
III. (CONTINUED--Support Services and Supervision)											
30. Please indicate your level of agreement with each of the following as they apply to the Beginning Teacher in your school.								X			
	Strongly Disagree				Strongly Agree	Can't Tell					
1. The Beginning Teacher's placement was appropriate to his/her teaching specialization.	1	2	3	4	5	0					
2. The Beginning Teacher was well prepared for teaching at the time of employment.	1	2	3	4	5	0					
3. There was adequate supervision of the Beginning Teacher during the first year.	1	2	3	4	5	0					
4. There was adequate formal assessment of the Beginning Teacher during the first year.	1	2	3	4	5	0					
5. There was adequate informal assessment of the Beginning Teacher during the first year.	1	2	3	4	5	0					
6. The Beginning Teacher in my school would have benefitted from an Internship.	1	2	3	4	5	0					
7. The Beginning Teacher interacted effectively with parents.	1	2	3	4	5	0					
8. The Beginning Teacher interacted effectively with other staff.	1	2	3	4	5	0					

ITEM	P_I	P_B	S	I	B
III. (CONTINUED--Support Services and Supervision)					
30. (Continued)					
9. There was adequate opportunity for in-service training of the Beginning Teacher. 1 2 3 4 5 0					
31. Was there a formal Orientation Program for your Intern/Beginning Teacher prior to or during his/her first month at your school. Yes ____ 1 No ____2 Please describe briefly what the Orientation consisted of. ____	X	X	X		
32. Please indicate below approximately how much time you spent in actual classroom teaching at various points during the year as indicated below:			X	X	

Time of Year	Amount of Time 1/4 1/2 3/4 full-time
Beginning of year (Sept-Oct)	____
Middle of year (Jan-Feb)	____
End of Year (Apr-June)	____

ITEM							P_I	P_B	S	I	B
IV. ADMINISTRATION AND IMPLEMENTATION OF INTERNSHIP											
33. Please indicate your level of agreement with each of the following statements							X				
	Strongly Disagree			Strongly Agree		Can't Tell					
1. The Internship Program substantially increased the workload of the school's administrators.	1	2	3	4	5	0					
2. The Internship Program substantially increased the workload of other teachers in the school.	1	2	3	4	5	0					
3. The Intern's placement was appropriate to his/her teaching specialization.	1	2	3	4	5	0					
4. Alberta Education criteria for selecting Interns were known to me.	1	2	3	4	5	0					
5. Alberta Education selection criteria for Interns were appropriate.	1	2	3	4	5	0					
6. Alberta Education criteria for selecting Interns were adhered to.	1	2	3	4	5	0					
7. The Intern was well prepared for teaching when he/she entered the Program.	1	2	3	4	5	0					

ITEM							P_I	P_B	S	I	B
IV. (CONTINUED--Administration and Implementation of Internship)											
33. (Continued)							X				
8. The presence of the Intern had a positive impact on student learning.	1	2	3	4	5	0					
9. The school was provided with adequate information regarding the Internship Program.	1	2	3	4	5	0					
10. Training for the Supervising Teacher(s) was adequate.	1	2	3	4	5	0					
11. There was adequate supervision of the Intern in my school.	1	2	3	4	5	0					
12. Policy regarding gradual induction of Interns into classroom teaching was established.	1	2	3	4	5	0					
13. The policy regarding gradual induction into classroom teaching was appropriate.	1	2	3	4	5	0					
14. The policy regarding gradual induction into classroom teaching was adhered to.	1	2	3	4	5	0					
15. The Intern was given sufficient opportunity to interact with parents.	1	2	3	4	5	0					
16. The Intern was given sufficient opportunity to interact with the community.	1	2	3	4	5	0					

ITEM							P_I	P_B	S	I	B
IV. (CONTINUED--Administration and Implementation of Internship)											
33. (Continued)							X				
17. The Intern was given sufficient opportunity to work with a variety of teachers.	1	2	3	4	5	0					
18. There was adequate formal assessment of the Intern's performance throughout the Internship.	1	2	3	4	5	0					
19. There was adequate informal assessment of the Intern's performance throughout the Internship.	1	2	3	4	5	0					
20. The Internship Program was adequately funded.	1	2	3	4	5	0					
V. PREPARATION AND SKILL DEVELOPMENT											
34. Please indicate how well prepared you feel your Intern/Beginning Teacher was to perform the following skills when he/she began teaching.								X	X	X	X
	Very Poorly Prepared			Very Well Prepared		Can't Tell					
1. Handle classroom routines	1	2	3	4	5	0					
2. Control students	1	2	3	4	5	0					
3. Give instructions	1	2	3	4	5	0					
4. Specify objectives	1	2	3	4	5	0					

ITEM							P_I	P_B	S	I	B
V. (CONTINUED--Preparation and Skill Development)											
34. (Continued)								X	X	X	X
5. Select content	1	2	3	4	5	0					
6. Organize material	1	2	3	4	5	0					
7. Develop lesson plan	1	2	3	4	5	0					
8. Develop unit plan	1	2	3	4	5	0					
9. Present information	1	2	3	4	5	0					
10. Explain content	1	2	3	4	5	0					
11. Use questioning techniques	1	2	3	4	5	0					
12. Use pacing techniques	1	2	3	4	5	0					
13. Summarize content	1	2	3	4	5	0					
14. Utilize instructional media	1	2	3	4	5	0					
15. Establish rapport with students	1	2	3	4	5	0					
16. Motivate students	1	2	3	4	5	0					
17. Accommodate individual student differences	1	2	3	4	5	0					
18. Encourage student participation	1	2	3	4	5	0					
19. Work with other staff	1	2	3	4	5	0					
20. Group students for instruction	1	2	3	4	5	0					

ITEM							P_I	P_B	S	I	B
V. (CONTINUED--Preparation and Skill Development)											
34. (Continued)											
21. Arrange classroom learning environment	1	2	3	4	5	0		X	X	X	X
22. Diagnose learner needs	1	2	3	4	5	0					
23. Prepare classroom tests	1	2	3	4	5	0					
24. Evaluate student progress	1	2	3	4	5	0					
25. Report student progress	1	2	3	4	5	0					
26. Perform tasks of teaching (overall)	1	2	3	4	5	0					
35. With reference to your Beginning Teacher/Intern, please indicate the extent to which you feel the first year of teaching/internship facilitated the development of the skill listed below.								X	X	X	X
	Very Little				A Great Deal	Can't Tell					
1. Handle classroom routines	1	2	3	4	5	0					
2. Control students	1	2	3	4	5	0					
3. Give instructions	1	2	3	4	5	0					
4. Specify objectives	1	2	3	4	5	0					
5. Select content	1	2	3	4	5	0					
6. Organize material	1	2	3	4	5	0					
7. Develop lesson plan	1	2	3	4	5	0					

ITEM							P_I	P_B	S	I	B
V. (CONTINUED--Preparation and Skill Development)											
35. (Continued)								X	X	X	X
8. Develop unit plan	1	2	3	4	5	0					
9. Present information	1	2	3	4	5	0					
10. Explain content	1	2	3	4	5	0					
11. Use questioning techniques	1	2	3	4	5	0					
12. Use pacing techniques	1	2	3	4	5	0					
13. Summarize content	1	2	3	4	5	0					
14. Utilize media	1	2	3	4	5	0					
15. Establish rapport with students	1	2	3	4	5	0					
16. Motivate students	1	2	3	4	5	0					
17. Accommodate individual student differences	1	2	3	4	5	0					
18. Encourage student participation	1	2	3	4	5	0					
19. Work with other staff	1	2	3	4	5	0					
20. Group students for instruction	1	2	3	4	5	0					
21. Arrange classroom learning environment	1	2	3	4	5	0					
22. Diagnose learner needs	1	2	3	4	5	0					
23. Prepare classroom tests	1	2	3	4	5	0					

ITEM							P_I	P_B	S	I	B
V. (CONTINUED--Preparation and Skill Development)											
35. (Continued)								X	X	X	X
24. Evaluate student progress	1	2	3	4	5	0					
25. Report student progress	1	2	3	4	5	0					
26. Perform tasks of teaching (overall)	1	2	3	4	5	0					
VI. GENERAL EVALUATION OF INTERNSHIP/RECOMMENDATIONS											
36. To what extent do you agree with the following statements about the Internship Program?							X		X	X	X
	Strongly Disagree			Strongly Agree		Can't Tell					
1. The Internship should be continued.	1	2	3	4	5	0					
2. The Internship should be required, following a BEd or equivalent, for entry to the teaching profession.	1	2	3	4	5	0					
3. The Internship should be voluntary.	1	2	3	4	5	0					
4. The Internship should be changed. Comment. ______________________ ______________________ ______________________	1	2	3	4	5	0					

ITEM	P_I	P_B	S	I	B
VI. (CONTINUED--General Evaluation of Internship/Recommendations)					
37. The optimal length of the Internship should be: quarter year . . . 1 half year . . . . 2 full year . . . . 3 more than one year . . . 4 other (specify) . . . . 5 ____________________	X		X	X	
VII. IMPACT (EVALUATION OF OUTCOMES)					
38. On the ten-point scale below, rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher. Don't know — 0 No Value — 1 2 3 4 Moderately Valuable — 5 6 7 8 Highly Valuable — 9 10	X		X	X	
39. What do you see as the major strength of your Beginning Teacher?		X			
40. What do you see as the major weakness the the Internship?			X	X	
41. What do you see as the major strength of the Internship?			X	X	
42. What aspects of the Internship did you find most beneficial?				X	
43. What aspects of the Internship did you find least beneficial?				X	
44. What do you see as the major weakness of your Intern?			X		
45. What do you see as the major strength of your Intern?			X		
46. What do you see as the major problem for Beginning Teachers?					X

ITEM	P_I	P_B	S	I	B
VII. (CONTINUED--Impact (Evaluation of Outcomes)					
47. Would you recommend that all teacher be required to take an Internship Program before entering full-time teaching? Yes/No. Why/Why not.					X
VIII. OVERALL EVALUATION/PROPOSALS, ETC.					
48. Are you prepared to participate in the Internship Program again? Why/Why not.	X		X		
49. Comment on any other aspects of the Internship Program.	X		X	X	

CHAPTER 9

SURVEYS AND INTERVIEWS OF EDUCATION FACULTY STAFF AND SENIOR STUDENTS

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SURVEYS AND INTERVIEWS OF EDUCATION FACULTY STAFF AND SENIOR STUDENTS

Introduction

During the month of March 1986, questionnaires were distributed to senior students and faculty members of the Faculté Saint-Jean and the Faculties of Education at three universities in Alberta.

The questionnaires (Appendix A) were prepared with the assistance of all members of the Initiation to Teaching (Internship) Project evaluation. The questions resulted from a study of the Request for Proposals, a review of related literature and suggestions arising from a number of discussions and interviews with educators and experts on teacher preparation. The questionnaires were pilot tested with groups of students and staff members at one of the universities.

The senior education students returned 713 completed questionnaires and the staff members returned 106 completed questionnaires. A description of the distribution of respondents is provided in Appendix B.

The questions requiring open-ended responses were categorized by two analysts, with frequent comparisons to check on reliability. Many respondents provided multiple responses to questions. Hence, the percentages do not add to 100.

In addition, interviews were conducted during the months of March and April, 1986 with selected members of the four education faculties concerned. The purpose of these interviews was to explore further the attitudes of faculty members with respect to various features of the Alberta Internship Project to determine the degree of support for its continuance beyond the initial two years, and to obtain suggestions for its improvement if it were to be continued beyond 1987.

Interviews were conducted with the following:

1. The Dean or representative of the Dean of each Faculty of Education;
2. Several Associate or Assistant Deans in each Faculty;
3. Department Chairmen, Heads or "Directors";
4. Department members closely associated with the student teaching practicum;
5. Department members closely associated with the Alberta internship program; and
6. Selected senior students.

Interviews ranged in length from 45 minutes to an hour and a half. Four interviews were conducted at the University of Lethbridge, 18 at the University of Alberta, and 5 at the University of Calgary, for a total of 27 interviews.

Information advanced at a University of Calgary staff meeting on the Internship Project and at three university-held seminars on this topic was also taken into account in preparing this report.

For most interviews, a structured interview format was followed. The interview schedule used is provided in Appendix C.

Results

The remainder of this report deals with the findings from questionnaires and associated interviews conducted in this stage of the evaluation study. The discussion is presented in accordance with the questionnaire items upon which the investigation was based.

Familiarity with the Project

Respondents were asked initially to express opinion about their general awareness of the project: "To what degree are you familiar with the Alberta Initiation to Teaching (Internship) Project?" Questionnaire responses were classified on a five-point scale ranging from 1, "Not familiar," to 5, "Fully familiar." These responses are detailed in Table 9.1.

In total, about 23% of both groups were at best only slightly familiar with the project. On the other hand, 31% of the professors and 26% of the senior students saw themselves as very familiar or fully familiar with the ITP. Overall, the staff members were slightly more familiar with the Alberta Initiation to Teaching Project than were the students.

Agreement with Stated Objectives

In response to the questionnaire item, "To what extent do you agree with each of the established objectives of the Alberta internship?" respondents provided perceptions that are summarized in Table 9.2. Their responses were recorded on a five-point scale from 1, "Strongly disagree," to 5, "Strongly agree."

Table 9.1

Frequency and Percentage Frequency Distributions of Perceived Familiarity with the Program

	Senior Students (n = 713)		Faculty Members (n = 106)	
Degree of Familiarity	f	%	f	%
Not familiar	14	2	3	3
Slightly familiar	149	21	20	19
Moderately familiar	357	50	49	47
Very familiar	161	23	19	18
Fully familiar	27	4	14	13
No response	5	1	1	1
Mean scores	3.05		3.20	

Table 9.2

Frequency and Percentage Frequency Distributions of Extent of Agreement with Stated Objectives

	Senior Students (n = 713)		Faculty Members (n = 106)	
Stated Objective	Mean	SD	Mean	SD
1. Refinement of teaching skills	3.87	0.89	4.40	0.70
2. Development of professional relationships	3.68	0.94	4.09	0.79
3. Assessment of the intern's suitability for placement	3.13	0.99	3.74	1.06
4. Assessment of the effectiveness of the internship to improve teacher competency	3.48	1.03	3.88	0.96
5. Further development of professional skills of supervising teachers	3.23	1.02	3.74	1.00

All the mean scores were above 3 (Neutral), indicating general agreement with the objectives of the ITP. The highest ranking objective was "refinement of teaching skills," and the lowest was "assessment of the intern's suitability for placement." "Development of professional relationships" was ranked second highest by both groups. Senior students rated every objective lower than did the faculty members.

The extent to which members of both groups agreed or disagreed with each of the stated objectives is illustrated more clearly when the percentages who indicated agreement and disagreement are compared, as shown in Table 9.3. In particular, 23% of the students and 18% of the faculty members disagreed with the objective "assessment of the intern's suitability for placement."

Interview responses added support and new understanding to these questionnaire findings. In general, the stated purposes of the ITP were strongly supported by all who were interviewed, although the degree of support varied somewhat between groups. This difference is illustrated in the comments which follow.

"Refinement of teaching skills" received very strong support by everyone interviewed. However, some qualifying comments were made:

> Whether a supervising teacher is in a position to assist in refining skills is yet to be determined.
>
> If this purpose is not included in internship it is just practice.
>
> It is a requirement of the program to provide dedicated supervising teachers.
>
> Depends on the quality of feedback received.
>
> Has to be tied to a professional development program.
>
> Selection device of master teachers is inadequate.

The stated purpose of "development of professional relationships" also received support but with slightly greater reservation. Students were especially worried about the danger of being restricted to interaction with one supervising teacher, particularly where the match of personalities may be less than satisfactory:

> Good opportunity for developing professional relationships.
>
> Not so sure about this one.

Table 9.3

Frequency and Percentage Frequency Distributions of Levels of Agreement and Disagreement with Stated Objectives

	Senior Students (n = 713)				Faculty Members (n = 106)			
	Agree		Disagree		Agree		Disagree	
Stated Objective	f	%	f	%	f	%	f	%
1. Refinement of teaching skills	547	77	62	9	98	92	2	2
2. Development of professional relationships	477	67	79	11	82	77	2	2
3. Assessment of the intern's suitability for placement	271	38	163	23	71	67	12	11
4. Assessment of the effectiveness of the internship to improve teacher competency	423	59	130	19	75	72	10	9
5. Further development of professional skills of supervising teachers	314	44	161	23	67	63	13	12

> Socialization can be positive or negative.
>
> Has to occur with the help of the ATA but I have some doubts.
>
> Yes, but it needs to be tied to the larger program of the ATA.
>
> This is very important because the interns have to learn how to be a teacher--professional relationships in the system and profession are complex.
>
> They [interns] should be involved in all of the staff meetings, committees, etc. with opportunities the same as full-fledged teachers.
>
> Mentor relationship could help if some freedom of choice exists.
>
> The negative effects come into place when the master teacher imposes on the intern his or her methods, approaches and interactions which may not be appropriate for this intern at all.

"Assessment of the intern's suitability for placement," even though supported by most of the individuals interviewed, received less support than the other objectives. Students expressed concern about more evaluation, and faculty members also questioned the need for this element in the internship. Comments were expressed as follows:

> Definitely.
>
> Need to identify the criteria--there should be some standard criteria attached to the program.
>
> Important that the interns have an opportunity to make judgements about whether they are suited for a particular situation.
>
> I am somewhat concerned about this one.
>
> Screening device will be used whether or not we want it.

Finally, students were less convinced about the "further development of the professional skills of supervising teachers" objective than were faculty members. In general, it was well supported by many of the faculty members:

> Yes, I believe there should be further development of professional skills of supervising teachers.

> I wouldn't see that as central to the purpose.
>
> I don't think it happens simply because a supervising teacher has an intern.
>
> This is the one that we want to promote most. As teachers work with the new teachers they grow--life-long education.
>
> Needs to be addressed--it may be an issue rather than a purpose.
>
> Only on a chance basis.
>
> This is very important--inservice is needed--universities could be involved--under internship this could expand.

At this point, it is also appropriate to consider faculty members' and senior students' perceptions of "the main reason for the introduction of the Alberta internship." During interviews, respondents were questioned specifically on this matter.

The most frequent reason offered for this new initiative was that the ITP was a manpower move to provide more positions for unemployed teachers. With an anticipated 800 to 900 new graduates moving into internships each year, this program was seen as creating opportunities to obtain teaching positions in Alberta for many job-seeking teachers. Although job creation was seen as the major reason for the ITP, other reasons were also advanced. Some interviewees suggested that the Minister of Education saw this as a wise political move. One individual speculated that the ITP might be the first move toward replacing part of the Provincial teacher education programs with internship. A number of the interviewees, however, considered that the idea of an internship had been discussed during the past six years, that the Minister had for a long time promoted internship for teachers, and that he had seized the opportunity to implement this idea when funds became available for the two-year experiment. As an Associate Dean of Education at one university mentioned, "The main reason was a political one by the Minister of Education, but the rationale wasn't political."

Positive Aspects of the Internship

Open-ended responses to the questionnaire item "What do you see as the most positive features of the Alberta Internship?" are summarized in Table 9.4.

Owing to the burden on respondents to propose positive features for themselves, there is little more than 25%

Table 9.4

Frequency and Percentage Frequency Distributions of Perceptions of Positive Features of the Alberta Internship

	Senior Students (n = 713)		Faculty Members (n = 106)	
Positive Feature	f	%	f	%
1. Providing real teaching experiences	215	30	12	11
2. Facilitating acquisition of a position	214	30	20	19
3. Providing opportunity to develop methods and skills	131	18	21	20
4. Providing a gradual transition to teaching	72	10	26	25
5. Providing helpful supervision and support	71	10	19	18
6. Providing experiences without full responsibility	66	9	13	12
7. Testing the adequacy of intern and system	7	1	11	10
8. Establishing teaching as a profession	3	--*	1	1
9. Changing the role of the university	--	--	3	3
10. Promoting professional growth of supervising teachers	--	--	3	3
No response	85	12	12	11

*Percentage is less than 0.5%.

support within either group for any particular feature. Nevertheless, certain aspects of the program stand out. In particular, senior students valued the internship providing real experiences of teaching and for facilitating acquisition of positions. In addition, in provided helpful supervision and support and a gradual transition to teaching as well as creating opportunities to develop teaching methods and skills and to learn about the system and profession without full responsibility. Faculty members tended to agree with the positive features identified by the students, although not in the same order of priority. In addition, they viewed the internship as an opportunity to test the adequacy of the intern and the system.

A number of positive features of the ITP were also proposed during the interviews. These are summarized below in abbreviated form and in order of frequency of mention.

Provides for a gradual induction into teaching--a sensible way to enter the teaching profession.

Encourages growth of teaching skills.

Leads to professional development--helps in establishing professional relationships.

Provides needed experiences in a real situation.

Provides professional help for beginning professionals.

Allows interns to see teaching as a way of life.

Allows interns to practice without carrying a full teaching load or full responsibility.

Provides for much-needed feedback to interns on their performance.

Provides for enrichment by enabling interns to work in a variety of situations.

Encourages renewal among supervising teachers and administrators.

May lead to a life-long education for teachers.

May lead to resulting benefits for children.

Provides for better assessment of the interns than that currently available to beginning teachers.

Provides for better selection from the perspectives of both the individual and the school.

Helps in job creation.

Allows schools to learn and test new ideas.

Responds well to a prime deficiency in teaching.

Negative Aspects of the Internship

Respondents also had many comments to make about features of the program that they saw as undesirable. Table 9.5 records questionnaire responses in this regard.

Questionnaire responses reflected several differences between senior students and faculty members on the perceived negative features of the Alberta internship program. The major negative features identified by students were that the internship year does not count toward certification, that the salary is inadequate and that interns may be used inappropriately. Smaller percentages of students added that the duties, role and guidelines for the internship are not clear, that supervision and evaluation of interns may be unfair, and that the program has yet to overcome problems of unfair hiring practices, a lack of full responsibility, an inadequate period of teacher preparation, and a lack of job openings after internship.

Faculty members, on the other hand, cited the following main negative features: interns may be used incorrectly, salary is inadequate and there is a lack of training for supervisors and principals. Fewer faculty respondents alluded also to unclear duties, roles and guidelines for interns, unfair hiring practices and unfair supervision and evaluation. However, they did not regard the certification issue as a major negative features of the Alberta internship.

Interview responses in this connection are also informative. Once again, the responses collected during interviews are presented in summary form and are listed according to frequency of mention:

Lack of clarity of goals, requirements and program--too much diversity between and within programs.

No standardization.

Low salary for interns and no recognition of the internship as teaching experience for either future salary purposes or certification.

Interns are treated as second-class teachers, providing cheap labor, and acting as "gophers."

Interns face a problem of not being able to obtain teaching positions after completion of the internship.

Table 9.5

Frequency and Percentage Frequency Distributions of Perceptions of Negative Features of the Alberta Internship

	Senior Students (n = 713)		Faculty Members (n = 106)	
Negative Feature	f	%	f	%
1. Does not count toward certification	292	41	3	3
2. Salary is inadequate	249	35	22	21
3. Interns may be used incorrectly	167	23	33	31
4. Duties, roles, guidelines of intern unclear	75	11	14	13
5. Supervision and evaluation may be unfair	52	7	9	9
6. Unfair hiring practices	39	6	10	9
7. Intern does not have full control and responsibility	38	5	2	2
8. Too long a period of teacher preparation	30	4	1	1
9. No job after internship	23	3	7	7
10. Lack of training of supervisors and principals	1	--*	20	19
11. Lack of planning	--	--	6	6
12. Lack of integration with universities	--	--	4	4
13. Cost	--	--	3	3
14. Reduced university role in teacher education	--	--	2	2
15. Interns unable to confer with peer interns	--	--	1	1
No response	68	10	12	11

*Percentage is less than 0.5%.

Lack of preparation for the supervisors.

Favoritism among teachers.

Administrative problems in implementing the internship.

Danger of merely socializing interns into old patterns of teaching.

The possibility that interns would be hired for teaching positions during the year.

The voluntary nature of ITP.

Substitute teachers may suffer.

Having both beginning teachers and interns in the same school.

No advance preparation of the interns for the teaching experience.

Lack of involvement with the universities.

Overall Value of the Internship

A ten-point scale was used to obtain questionnaire ratings of the overall value of the internship for facilitating the transition from student to professional teacher. Respondents tended to react positively about the program, although faculty members rated the Alberta internship substantially higher than did the senior education students (Table 9.6).

At interview, as well, selected respondents were invited to rate the overall value of the professional development aspects and administrative and policy aspects of the current program. With regard to the former, eight respondents rated the value of the professional development aspects with a mean score of 6.9 and a range from 4 to 9. On the matter of administration and policy, scores ranged from 3 to 7, with a mean score of 4.9. Clearly the value of the professional development aspects of the ITP were rated substantially higher than the administrative and policy aspects.

At the same time, eight interviewees stated that they were unable to judge the value of the ITP, and a further five provided only a single rating of its overall value; the range of these scores was from 4 to 10, with a mean score of 7.6.

Table 9.6

Frequency and Percentage Frequency Distributions of Ratings of the Value of the Internship

Rating		Senior Students (n = 713)		Faculty Members (n = 106)	
		f	%	f	%
1	No value	36	5	1	1
2		39	6	--	--
3		69	10	4	4
4		60	8	5	5
5	Moderately valuable	82	12	5	5
6		94	13	15	14
7		91	13	15	14
8		110	15	25	24
9		40	6	12	11
10	Highly valuable	23	3	8	8
0	Don't know	69	10	16	15
	Means	5.66		7.12	

Additional Comments on the Present Internship

Both in questionnaire responses and at interviews, faculty members and senior students commented further upon a range of aspects of the current internship arrangement. Questionnaire responses are shown in Table 9.7.

In spite of the variety of attitudes expressed, only one third of the respondents provided additional comments. More frequently, senior students mentioned that the intern should be paid and recognized as a teacher, that the internship should be continued, that it should be terminated or kept voluntary, that more information about the program be made available, and that it does help in creating jobs. Faculty members mentioned a need for more integrated, well-planned programs, problems with the speed, manner and purpose of its implementation, and a need for more monitoring and control.

The following comments were made during interviews:

> Involve the universities in related research.
>
> Work out an arrangement whereby graduates can start repaying their loans a year after graduation if they intern.
>
> The internship should not be part of the four-year B.Ed. program, but should be added on as a fifth year.
>
> The meaning of the internship should be explored more fully.
>
> Try to establish what things teachers do and what interns need to develop to be teachers.
>
> The main hope of the program is to facilitate the transition to a permanent full-time teacher. Presently, most people who drop out of teaching do so because of a bad first year.
>
> I have a real concern related to what might happen after the current ITP project is finished.
>
> The public must be more informed, because our interns are probably among the best prepared beginning teachers we have had.
>
> The Department and the ATA need to monitor the situation carefully.

Finally, a number of additional questions were raised at the University of Calgary internship staff meeting:

1. What was the genesis of the program?

Table 9.7

Frequency and Percentage Frequency Distributions of Additional Comments

	Senior Students (n = 713)		Faculty Members (n = 106)	
Comment	f	%	f	%
1. Intern paid and recognized as a teacher	51	7	1	1
2. Continue internship	42	6	3	3
3. Terminate or keep internship voluntary	37	5	--	--
4. More information on program, role, guidelines	36	5	--	--
5. More control and supervision of teachers	32	5	3	3
6. Helps in creating jobs	19	3	1	1
7. Gradual introduction to teaching	8	1	1	1
8. Avoid increasing length of teacher preparation	7	1	--	--
9. Revamp teacher education program	4	1	--	--
10. Need integrated, well-planned programs	--	--	10	9
11. Problems with speed, manner and purpose	--	--	8	8
12. Needs monitoring by someone outside school	--	--	5	5
13. Integrate internship with university courses	--	--	3	3
14. Lack of funds for adequate evaluation of interns	--	--	3	3
15. Guarantee at least one year	--	--	2	2
16. Needs follow-up studies	--	--	3	3
17. Added costs in interning away from home	--	--	1	1
18. Lack of evidence that internship is useful	--	--	1	1
No response	488	68	71	67

2. Will university preparation programs disappear as is happening in some U.S. states?
3. Is there federal money in this project?
4. Why are there three separate mandated evaluations?
5. What assurances exist that interns are not replacing regular teachers?
6. Will there be regular teaching positions for this year's interns in the Fall of 1986?

Most of these questions and answers seem to assume that internship in teaching is desirable.

Immediate Changes for 1986-87

Questionnaires to faculty members only invited them to comment specifically upon revisions that may improve the program for the second year: "What suggestions would you make for the immediate improvement of the internship for 1986-87?" Their responses are recorded in Table 9.8.

Although only half offered comment, suggestions by faculty members for the succeeding year's program indicate a need for more information, more control and supervision of supervisors, special training for supervisors, and a proper code for recognition of interns in schools.

Responses to an equivalent interview question showed the provision of more specific guidelines to be the dominant suggestion for immediate improvement. This concern pervades the suggestions listed below:

> Clearly stated purposes are required.
>
> The functions of the intern should be stated more fully--they should be less varied.
>
> The role of the supervising teachers and principal should be conveyed more clearly.
>
> Interns should not be used as cheap labor.
>
> Interns should receive higher compensation.
>
> Interns should work with several teachers.
>
> Teachers should have a role in the selection of an intern.
>
> Two interns should be placed in one school.
>
> Criteria for evaluation need to be developed.
>
> Feedback should be provided to all parties.

Table 9.8

Frequency and Percentage Frequency Distributions of Suggestions by Faculty Members for Improving the Next Year of the Program

	Faculty Members (n = 106)	
Suggestion	f	%
1. Make more information available on program, role of intern, guidelines	19	18
2. More control and supervision of teachers and principals is required	13	12
3. Special training (classes) for supervisors and administrators needed	10	9
4. Interns should be recognized properly and employed properly	5	5
5. Make internship part of B.Ed. requirement	4	4
6. Continue internship as gradual introduction to teaching	4	4
7. Study feedback of interns	2	2
8. Revamp total education program	1	1
9. Should be terminated or be voluntary only	1	1
10. Faculties should take internship seriously	1	1
11. Placements should be made by Department or ATA	1	1
No response	55	52

> Inservice should be provided for supervising teachers.
>
> Administrative matters of hiring, supervising, placement, etc. need improvement--consistency is essential.
>
> There should be incentive funding and special support for interns in remote locations.

University Coursework Revisions in Response to Internship

Faculty members were also asked this question: "What changes, if any, have you already made in courses that you teach as a consequence of the Alberta Internship Program?" As the data in Table 9.9 show, the internship has not resulted in any real changes in university courses to date.

Desirability of Compulsory Internship

The faculty members and senior students in this section of the study were asked whether internship should be compulsory for all prospective teachers upon completion of university teacher preparation. Their responses, recorded on a five-point scale from 1 "Strongly disagree" to 5 "Strongly agree," are exhibited in summary form in Table 9.10.

About 60% of the students and 16% of the faculty members expressed opposition to compulsory internship. Against this, less than 25% of the senior faculty members expressed opposition to compulsory internship. Against this, less than 25% of the senior students to 56% of the faculty members favored this approach.

Of the 56 faculty members who responded to the question on length of such a compulsory internship, 86% favored a one-year internship and 13% favored a six-month arrangement.

Interviews brought generally consistent responses about the appropriateness of a compulsory, one-year internship. Senior students tended to favor full-time teaching appointment following completion of university programs. However, they were open to the internship as a positive move in teacher education, provided that it counts toward permanent certification. A few students claimed that indebtedness and family responsibilities necessitate the full teaching salary immediately following graduation.

The faculty members who were interviewed supported the requirement of a full year of internship for all teachers. From 21 faculty members, 14 agreed with the notion of mandatory, one-year internship; 8 were undecided.

Table 9.9

Frequency and Percentage Frequency Distributions of Perceptions of Faculty Members of Course Changes Already Made

Change in Courses	Faculty Members (n = 106) f	%
1. No changes	55	52
2. Comments only	8	8
3. Added a session	3	3
No response	40	38

Table 9.10

Frequency and Percentage Frequency Distributions of Attitudes about Compulsory Internship

	Senior Students (n = 713)		Faculty Members (n = 106)	
Attitude	f	%	f	%
1. Strongly disagree	249	35	17	16
2. Disagree	172	24	10	9
3. Neutral	106	15	19	18
4. Agree	138	19	33	31
5. Strongly agree	37	5	25	24
No response	11	2	2	2
Mean scores	2.35		3.38	

Program Changes Required for Compulsory Internship

Faculty members and senior students at the three universities responded enthusiastically to the following request: "What changes would you recommend in the existing internship program if it were made compulsory after completion of the university teacher preparation program?" Fifteen possible revisions were proposed; they are displayed in Table 9.11.

Senior students perceived that the following changes are priorities: internship should count toward certification, salary should be increased and specific Provincial Guidelines should be established and information widely distributed. Other changes suggested include coordination of internship with university programs so that teacher preparation programs are not protracted.

Faculty members proposed the following changes: only trained and highly competent supervisors should be engaged, specific guidelines on internships should be developed and information widely disseminated, and the teacher preparation programs should not be lengthened.

By way of contrast, only five faculty members suggested that internship should count toward certification, compared with 235 students who expressed this view. In addition, only seven of the faculty members, compared with 148 students, stated that pay for interns should be increased.

Interviews with selected respondents provided further important data. During interviews, individuals were asked a more limited question involving identification of changes additional to those recommended for immediate implementation regardless of the compulsory or optional nature of the program. Even so, many comments were advanced.

Establishment of clear, formalized Provincial Guidelines was the central feature of the suggestions provided during interviews. A need for clear statements on goals, roles, activities, requirements, administration and evaluation was voiced. In addition, the following comments were recorded:

> Make an adjustment in salary.
>
> Examine the role of the universities.
>
> Lay out the program systematically--philosophy, purposes, administration and evaluation.
>
> Require that the intern participate as a teacher in school functions.

Table 9.11

Frequency and Percentage Frequency Distributions of Suggested Changes in the Internship Program if It Were Made Compulsory

	Senior Students (n = 713)		Faculty Members (n = 106)	
Change	f	%	f	%
1. Internship should count toward certification	235	32	5	5
2. Pay should be increased	148	21	7	7
3. Specific guidelines and information needed	102	14	22	21
4. Teacher preparation programs should not be lengthened	72	10	16	15
5. Intern should have same responsibility as teachers	48	7	3	3
6. Only trained, highly competent supervisors	48	7	22	21
7. Practicum should be removed	16	2	1	1
8. Jobs should be assured following internship	16	2	1	1
9. Evaluation of intern should not be based only on supervisor's evaluation	13	2	--	--
10. Intern with same teacher for the year	1	--*	1	1
11. Need structured, monitored school programs	--	--	7	7
12. Need careful placement of intern with grade, subject and supervisor	--	--	6	6
13. Make compulsory for schools to accept interns	--	--	1	1
14. Intern placed in at least two schools	--	--	1	1
15. Defer student loans	--	--	1	1
No response	194	27	41	39

*Percentage is less than 0.5%.

> Inform all participants--make them aware of details.
>
> Rationalize the internship professionally.
>
> Make special efforts to select and prepare supervising teachers.
>
> Change the main focus of the practicum.

University Coursework Changes Required for Compulsory Internship

The questionnaire item, "What changes in courses do you feel would be necessary in your university's teacher preparation program if the internship were a requirement for all beginning teachers?" led to a limited range of suggestions. These are reported in Table 9.12.

The senior students suggested fewer courses, more practical experiences, no changes, more courses on methods and skills, more subject matter courses, and a course on the role of the intern. Faculty members predominantly opted for no changes, followed by more subject matter courses, a course on the role of the intern, and fewer courses. Equally important is the low response to this question; this highlights an urgent need for study if the internship were to become permanent.

No significant changes in teacher preparation program courses were contemplated by those who were interviewed. Students expressed a need for a course on the role of the intern, and they expressed concerns about increasing the length of the program and reducing the number of required courses. Interviewees in general also indicated that the feedback from the two-year experience should be studied carefully in order to determine which courses might not be required and which new courses would be appropriate. The following comments are provided to illustrate faculty ideas on required course changes as a consequence of mandatory internship:

> None, but the interns need some study of the roles and responsibilities of interns.
>
> Review curriculum of all field-related courses.
>
> More on learning, development and assessment.
>
> Some students see tremendous redundancy in courses.
>
> Not sure, no changes needed.
>
> Develop philosophy that professional growth is continuous--teaching how to relate to colleagues, how

Table 9.12

Frequency and Percentage Frequency Distributions of Perceptions about University Coursework Changes Needed if Internship Were Compulsory

	Senior Students (n = 713)		Faculty Members (n = 106)	
Change in Courses	f	%	f	%
1. Fewer courses	95	13	6	6
2. More practical experiences	73	10	1	1
3. No changes	70	10	27	26
4. More courses on methods and skills	56	8	7	7
5. More subject matter courses	42	6	8	8
6. A course on the role of the intern	41	6	8	8
7. More classroom management courses	38	5	--	--
8. No more short (4-6 weeks) courses	5	1	--	--
9. Integrate courses with supervision and internship	--	--	4	4
10. Cut back on practical work	--	--	2	2
11. Eliminate undergraduate program	--	--	1	1
No response	311	44	47	44

> to evaluate their own performance, how to develop view of organization and administration.
>
> Careful review required, especially of such courses as the first-year Ed Practicum half-course.
>
> Course work could possibly be reduced.
>
> Perhaps more emphasis on the subject-matter courses of an individual's specialization, e.g., English, mathematics.
>
> Competency in curriculum development needs to be enhanced.
>
> As far as courses are concerned, I really wouldn't envisage any changes.

Practicum Changes Required for Compulsory Internship

The questionnaires also elicited responses about the need for changes in the present university practicum arrangements in the event of a compulsory internship for all beginning teachers. Table 9.13 displays these responses.

The dominant change anticipated by both groups was a shorter practicum, followed by concerns for no change and for no practicum at all. Again, almost half of the respondents failed to make suggestions regarding the practicum.

Comments on the practicum indicated that it would continue to be needed but that its nature would have to change. There could also be some reduction in the time devoted to the practicum if one-year internship became mandatory. Indeed, changes in the practicum were endorsed somewhat more than changes in the courses. The following comments are indicative:

> The roles we ask students to play in the practicum may be different from the roles that are in place now. For instance, practice on parent-teacher interviews may be transferred to the internship.
>
> We would certainly need less practicum.
>
> May result in some form of reduction of effort on the practicum.
>
> Link the practicum to internship roles.
>
> More senior academic involvement in teaching within the school system.

Table 9.13

Frequency and Percentage Frequency Distributions of Perceptions about Changes Needed in the Practicum if Internship Were Compulsory

Change in Practicum	Senior Students (n = 713) f	Senior Students (n = 713) %	Faculty Members (n = 106) f	Faculty Members (n = 106) %
1. Shorter practicum	156	22	35	33
2. No change	103	14	16	15
3. No practicum	62	9	5	5
4. Longer practicum	51	7	1	1
5. More feedback	30	4	3	3
No response	311	44	46	44

Closer articulation required.

No change in the practicum.

During the practicum, focus on "how to teach."

More of the practicum early.

Practicum is too random; needs more systematic development.

Need to emulate the medical model by using a theoretical approach for the systematic development of skills, socialization, confidence.

Perhaps we can shorten the practicum and rationalize it.

Financial Responsibility for Compulsory Internship

In the course of reflecting upon the alternative of compulsory, ongoing internship, interviewees were asked whether the Alberta Government should contribute financially to such a program. Almost all of the individuals interviewed wholeheartedly supported this proposal. Indeed, the tone of their responses indicated that, no matter how the position of interns is defined, the Alberta Government would need to contribute most of the financial resources in order for a program of this nature to proceed. Some respondents added that school districts should assume a minor role in funding compulsory internship. Others expressed concern about the possible effects of this strategy upon finances for other educational programs.

Other respondents dwelt upon the effects of funding on program operation. Financing by universities might allow university personnel to set priorities; school board funding would let those bodies influence the direction of the program; or Alberta Teachers' Association funding might result in their purposes taking precedence. In each case, however, the funds were seen as deriving ultimately from the Provincial treasury. But the problem would remain: intents of the programs might differ sharply, depending upon the source of immediate funding.

Interviewees were also asked an associated question, drawing upon their perceptions of the educational and political context: "Do you feel that the Alberta Government _is likely to_ contribute financially to a compulsory, continuing internship program?"

About half of the interviewees believed that the Alberta Government is likely to contribute financially to such a program. They argued that there are indications that

ITP is successful and that the Government is committed to continuing its financial contribution. Others were more cautious, saying that, if the program is viewed to be a valuable component of teacher education, then the Government will contribute.

The other half of the interviewees disagreed. They cited various reasons for this view, such as the need for a more rigid formula for internship, the lack of school district and university lobbying about the current program, the uncertain economic conditions, and the disparate supply of and demand for teachers as important constraints upon the Provincial Government's likely decision about funding a continuing internship program.

Administering a Compulsory Internship Program

If a one-year internship were compulsory for all beginning teachers, the matter of which organization or organizations should have major responsibility for its administration also arises. Interviewees in this stage of the study were asked to consider possible administrative responsibilities for Alberta Education, the Alberta Teachers' Association, individual school systems, the universities, a consortium of some kind, and any other organizations.

This question brought a diversity of responses and considerable uncertainty. Preferences of those who were willing to make statements were distributed in this way: two interviewees favored Alberta Education; two preferred the Alberta Teachers' Association; five commended individual school systems for administrative responsibility; one preferred the universities for this role; two advocated a consortium involving these four organizations; and one favored a professional body, although not necessarily the ATA. At the same time, there were apparent differences in individual respondents' understandings of "administrative" responsibility.

Supervision of Interns

Further to studying aspects and effects of the current internship program and the possibility of compulsory internship, the investigators invited faculty members to express perceptions on three other important issues of internship design. The first of these dealt with the problem of most appropriate supervisors for interns. Respondents were provided with a range of options from which to choose; their preferences are exhibited in Table 9.14.

Clearly, the education faculty staff members in this section of the evaluation study indicated a strong preference for competent teachers to act as supervisors for interns.

Table 9.14

Frequency and Percentage Frequency Distributions of Faculty Members' Perceptions of the Most Appropriate Supervisors for Interns

	Faculty Members (n = 106)	
Supervisor	f	%
1. Competent teacher	63	59
2. Principal	10	9
3. Central office administrator	3	3
4. University professor	3	3
5. Other (in most instances, several of the above)	26	25
No response	1	1

Attributes of Effective Supervision

Faculty members also responded to an open-ended questionnaire item asking them to state the two most important characteristics of an effective supervisory program for interns. As Table 9.15 shows, the faculty members provided a substantial number of suggestions.

Most frequently mentioned was the need for careful selection and training of supervisors. This was followed by regular constructive feedback to interns, careful evaluation of interns and programs, making experts and resources readily available to interns, and providing a clear statement of the objectives of an internship and the role of an intern. Other suggestions were also made.

Alternative Models of Teacher Preparation

The final item on the questionnaire for faculty members asked about the appropriateness for teachers of two stated internship arrangements. These were presented as follows:

(1) Full year or longer under the supervision of a member of the profession followed by certification of acceptable performance by the professional, as in engineering, architecture and agriculture.

(2) The same as the above with the addition of a formal examination at the end of the internship as in medicine, law and accounting.

As shown in Table 9.16, the majority of faculty members preferred the former model over the latter; full-year internship without a concluding formal examination received greater support from those who responded to this question.

As noted earlier in this report, interviews with selected faculty members elicited generally favorable responses about compulsory, one-year internship following graduation. Also in support of these questionnaire findings, 14 faculty members who were interviewed disapproved of making the final examination a requirement; only two approved and six were undecided in this regard. Some of their attitudes are expressed in the following comments:

> Exams can be supported; we need rigorous selection and screening to build up higher expectations.
>
> Teaching is an art; it is too complex to be measured by a test.
>
> Depends on the nature of the authority who will examine the interns.

Table 9.15

Frequency and Percentage Frequency Distributions of Faculty Members' Perceptions of the Characteristics of an Effective Supervisory Program for Interns

	Faculty Members (n = 106)	
Characteristic	f	%
1. Select and train supervisors carefully	42	40
2. Provide regular, constructive feedback to interns	26	25
3. Carefully evaluate interns and programs	16	15
4. Make experts and resources readily available to interns	15	14
5. Clearly state role and objectives for interns	11	10
6. Establish strong links among schools, school districts and universities	10	9
7. Develop collegiality and treat interns equally with beginning teachers	9	9
8. Allot time and funds to supervisory activities	9	9
9. Make attendance at PD activities compulsory	5	5
10. Provide uniform Provincial Guidelines to monitor progress of internships	5	5
11. Provide greater autonomy and responsibility to interns	2	2
12. Gradually increase autonomy and responsibility of interns	1	1
13. Provide opportunities to teach	1	1
14. Restructure university programs	1	1
15. Provide diverse experiences for interns	1	1
No response	19	18

Table 9.16

Frequency and Percentage Frequency Distributions of Internship Models for Teachers Preferred by Faculty Members

Model	Faculty Members (n = 106) f	Faculty Members (n = 106) %
1. At least one year of internship followed by certification of satisfactory performance by an authorized professional	65	61
2. As for 1, but also with formal examination on completion of internship	24	23
No response	17	16

> They are already screened and certificated.
>
> The difficulty is what will be examined.
>
> The examination is a problem in terms of validity, but it should be investigated.
>
> Provincial level criteria with local level assessment is what is needed.
>
> If an examination were made compulsory, I would assume it would measure a person's knowledge of the subject field, English language competency and basic pedagogical skills.

Interviewees were also asked about the more comprehensive matter of alternative teacher preparation models. Four options were presented to them for consideration: (1) B.Ed. or B.Ed. After Degree followed by a one-year internship; (2) B.Ed. or B.Ed. After Degree without internship; (3) B.Ed. or B.Ed. After Degree including a one-year internship; and (4) other alternatives proposed by interviewees. Model (1) was preferred by 15 of the interviewees; 6 preferred model (3). Two suggested a more complicated model in which the student would intern after three and one-half years of study.

Significant Student Subgroup Differences on Selected Variables

Owing to the diversity of opinion among students on many of these matters, the following aspects were selected for analysis by subgroups of students: familiarity with the ITP; agreement with each of the five ITP objectives; agreement with making the internship compulsory; and overall assessments of the value of the Alberta internship. Subgroups classifications used were university in which the student is enrolled, expected teaching level, expected program completion date, sex, age and teacher preparation program route. The following important differences of opinion were found:

Universities. University of Alberta Faculty of Education students rated the overall value of the internship higher than did the students in all three other faculties.

Expected completion date. Students who expected to complete their studies by September 1986 were more familiar with the internship program than were the other students. However, they ranked all five objectives lower than did the students who did not expect to finish their programs this year. They were also more opposed to making the internship compulsory and placed relatively less value overall on the internship program.

Teaching level. The students planning to teach at the secondary level were most familiar with the internship program. Those planning to teach at the elementary level placed a somewhat higher value on the internship.

Sex. No significant differences were observed between male and female students on the variables selected for subgroup comparison.

Age. Age bore no clear relationship with the degree of familiarity with the internship program. However, there was a tendency for older students to place less value on the five objectives of the internship than did the younger students. Those aged between 25 and 29 were most opposed to making the internship compulsory. The youngest respondents placed the highest value on the internship.

Routes in program. There were no differences, in this regard, on familiarity with the program and the desirability of compulsory internship. However, the B.Ed. degree students rated all five objectives of the internship program higher than did the B.Ed. After Degree students. They also rated the overall value of the internship program more highly.

Finally, interviews with selected faculty members and senior students also investigated certain additional matters. The following chapters report on these findings.

APPENDIX A

QUESTIONNAIRES

Student Questionnaire

INITIATION TO TEACHING (INTERNSHIP) RESEARCH PROJECT

For a minimum of two years beginning in September 1985, a full-year Internship for new teachers is being implemented in Alberta on a trial basis. Some 800 interns have already been placed in schools throughout the province.

We view the opinions of students of the Faculties of Education in Alberta to be essential input to the evaluation of the Alberta Internship. No names are required and confidentiality is assured.

Thank you in advance for completing this questionnaire.

---

1. To what degree are you familiar with the Alberta Initiation to Teaching (Internship) Project?

Not	Slightly	Moderately	Very	Fully
1	2	3	4	5

2. To what extent do you agree with each of the established objectives of the Alberta Internship?

Objectives	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(a) Refinement of teaching skills	1	2	3	4	5
(b) Development of professional relationships	1	2	3	4	5
(c) Assessment of the Intern's suitability for placement	1	2	3	4	5
(d) Assessment of the effectiveness of the internship as a means to improve teaching competency	1	2	3	4	5
(e) Further development of the professional skills of supervising teachers	1	2	3	4	5

3. What do you see as the most positive features of the Alberta Internship?

4. What do you see as the most negative features of the Alberta Internship?

(over)

5. Should an internship of one year be compulsory for all prospective teachers upon completion of the university teacher preparation program?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

6. What changes would you recommend in the existing Internship Program if it were made compulsory after completion of the university teacher preparation program?

7. On the ten-point scale below, rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher?

Don't Know	No value				Moderately Valuable					Highly Valuable
0	1	2	3	4	5	6	7	8	9	10

8. What changes do you feel would be necessary in your University's teacher preparation program if the Internship were a requirement for all beginning teachers?

   (a) in courses

   (b) in the practicum

9. Please provide any additional comments that you feel are relevant to the present Internship.

10. Please provide the following information about yourself:

    (a) Number of years of university education including this year: __________

    (b) Do you expect to complete your teacher education program before September, 1986? Yes ____ No ____

    (c) Level at which you expect to teach:
    ECS/Elementary _______ Secondary _______ Post-Secondary _______

    (d) Sex: male _______ female _______

    (e) Age: 24 or younger ____ 25-29 ____ 30-39 ____ 40 or older ____

    (f) Route: B.Ed. _______ B.Ed. After Degree _______

To: Full-Time Academic Staff
of the Alberta Faculties of Education
and Faculté Saint-Jean

From: The Evaluation Team: Alberta Initiation to
Teaching (Internship) Project

Gene Ratsoy	University	Wally Unruh	University
David Friesen	of	Alice Boberg	of
Ted Holdaway	Alberta	Abe Johnson	Calgary
France Levasseur-Ouimet	Faculté	Myrna Greene	University
Claudette Tardif	Saint-Jean	Frank Sovka	of Lethbridge

Questionnaire

INITIATION TO TEACHING (INTERNSHIP) RESEARCH PROJECT

For a minimum of two years beginning in September, 1985, a full-year internship for new teachers is being implemented in Alberta on a trial basis. Some 800 interns have already been placed in schools throughout the province.

The major stated purpose of the Initiation to Teaching Project (Internship) is to provide for the continued professional training of graduates of Faculties of Education in an environment that will facilitate the transition from student to professional teacher.

The continuance of this Project beyond its first two years depends to a great extent on the results of the evaluation and how positively the Internship is perceived by the major stakeholders in education. It is for this reason that we ask you to complete the short questionnaire attached.

We view the opinions of members of the Faculties of Education in the province to be an essential input to the evaluation of the Alberta Internship. No names are required and confidentiality is assured.

Thank you in advance for your cooperation.

Please return your completed questionnaire by March 8 to:

Abe Johnson — Phone 6439
EDTS 11th Floor, Ed. Tower

1. To what degree are you familiar with the Alberta Initiation to Teaching (Internship) Project?

Not	Slightly	Moderately	Very	Fully
1	2	3	4	5

2. To what extent do you agree with each of the established objectives of the Alberta Internship?

Objectives	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(a) Refinement of teaching skills	1	2	3	4	5
(b) Development of professional relationships	1	2	3	4	5
(c) Assessment of the Intern's suitability for placement	1	2	3	4	5
(d) Assessment of the effectiveness of the internship as a means to improve teaching competency	1	2	3	4	5
(e) Further development of the professional skills of supervising teachers	1	2	3	4	5

3. What do you see as the most positive features of the Alberta Internship?

4. What do you see as the most negative features of the Alberta Internship?

5. (a) Should an internship be compulsory for all prospective teachers upon completion of the university teacher preparation program?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

(b) If you Agree or Strongly Agree, how long should the compulsory internship be? ____________

6. What changes would you recommend in the existing Internship Program if it were made compulsory after completion of the university teacher preparation program?

7. On the ten-point scale below, rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher?

Don't Know	No value				Moderately Valuable					Highly Valuable
0	1	2	3	4	5	6	7	8	9	10

8. What changes do you feel would be necessary in your University's teacher preparation program if the Internship were a requirement for all beginning teachers?

   (a) in courses

   (b) in the practicum

9. What suggestions would you make for the immediate improvement of the internship program for 1986-87?

10. What changes, if any, have you already made in courses that you teach as a consequence of the Alberta Internship Program?

11. In your opinion who is the most appropriate supervisor of an intern? Circle one number.

   1 competent teacher
   2 school principal
   3 school system central office administrator
   4 university professor
   5 other (please specify) ______________________________

12. What would you consider to be the two most important characteristics of an effective supervisory program for interns?

    1.

    2.

13. There seem to be two major internship models:

    (a) Full year or longer under supervision by a member of the profession followed by certification of acceptable performance by the professional, as in engineering, architecture, and agriculture.

    (b) The same as the above with the addition of a formal examination at the end of the internship, as in medicine, law, and accounting.

    What is your opinion about the appropriateness of either of these two models for teachers?

14. Please provide any additional comments that you feel are relevant to the present Internship.

APPENDIX B

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS

Distribution of Questionnaire Respondents

Students (n = 713)	n	%
1. Universities		
Alberta Faculty of Education	412	58
Calgary	217	30
Lethbridge	54	8
Alberta Faculté Saint-Jean	30	4
2. Years of University Education		
Two	13	2
Three	226	32
Four	291	41
Five	101	14
Six	60	8
Seven, eight or nine	15	2
No response	7	1
3. Expected Completion Date		
Before September 1986	331	46
After September 1986	368	52
No response	14	2
4. Expected Teaching Level		
ECS/Elementary	385	54
Secondary	304	43
Post-secondary	10	1
No response	14	2
5. Sex		
Male	167	23
Female	532	75
No response	14	2
6. Age		
24 or younger	468	66
25-29	129	18
30-39	92	13
40 or older	12	2
No response	12	2
7. Program Route		
B.Ed.	575	81
B.Ed. After Degree	123	17
No response	15	2

Faculty Members (n = 106)	f	%
1. University		
Alberta Faculty of Education	59	56
Calgary	28	26
Lethbridge	13	12
Alberta Faculté Saint-Jean	6	6

APPENDIX C

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

1. What do you feel was the main reason for the introduction of the Alberta internship?

2. From the perspective of your current position, what are the most positive features of the internship program?

3. From the perspective of your current position, what are the most negative features of the internship program?

4. What are your views on each of these stated purposes of the Alberta internship program?

   (a) refinement of teaching skills;
   (b) development of professional relationships;
   (c) assessment of the intern's suitability for placement;
   (d) further development of the professional skills of supervising teachers.

5. What changes would you see as being necessary in teacher preparation programs in Alberta if the internship were a requirement for all beginning teachers?

   (a) in courses;
   (b) in the practicum.

6. Do you consider that entry to the teaching profession in Alberta should be contingent upon either or both of the following?

   (a) completion of a full year of internship.
   (b) passing of an examination set by an appropriate authority.

7. What suggestions would you make for improvement of the internship program in 1986-87?

8. What additional changes would you recommend if the internship program were made permanent and compulsory for all beginning teachers?

9. Do you consider that the Alberta Government should contribute financially to a compulsory, continuing internship program?

10. Do you feel that the Alberta Government is likely to contribute financially to a compulsory, continuing internship program?

11. If a one-year internship were compulsory for all beginning teachers, which organization or organizations do you consider should have the major responsibility for the administration of the internship program?

    (a) Alberta Education
    (b) Alberta Teachers' Association
    (c) Individual school systems
    (d) Universities
    (e) A consortium: specify composition
    (f) Other: please specify

12. Which model of overall teacher preparation do you prefer?

    (a) B.Ed. or B.Ed./A.D. followed by a one-year internship
    (b) B.Ed. or B.Ed./A.D. not followed by a one-year internship
    (c) B.Ed. or B.Ed./A.D. including a one-year internship
    (d) Other: please specify.

13. What is your overall assessment of the value of the professional development aspects of the current Alberta internship program?

    1 2 3 4 5 6 7 8 9 10 0
    Poor Excellent Unable to judge

14. What is your overall assessment of the administrative and policy aspects of the current Alberta internship program?

    1 2 3 4 5 6 7 8 9 10 0
    Poor Excellent Unable to judge

15. Do you have any other comments?

CHAPTER 10

INTERIM RECOMMENDATIONS BASED ON THE 1985-86 PHASE OF THE INITIATION TO TEACHING PROJECT

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INTERIM RECOMMENDATIONS BASED ON THE 1985-86 PHASE OF THE INITIATION TO TEACHING PROJECT

Based on a review of the various components of the 1985-1986 evaluation phase, 17 general findings were identified and are presented in this chapter. In keeping with the formative purpose of the first year's evaluation, a parallel set of recommendations for consideration by the Director and Steering Committee for the Initiation to Teaching Project was formulated and formally presented for their meeting of June 10, 1986. Many of the recommendations were incorporated into the revised Provincial Guidelines that pertained to the 1986-87 phase of the program.

These findings and recommendations were based on classroom observations, in-depth interviews and detailed questionnaires specifically designed for the study. The various components of the evaluation are explained in detail in the first nine chapters of this technical report; they consisted of the following: (a) in-school observations, interviews and daily logs involving 151 interns and 120 beginning teachers; (b) interviews with 15 representatives of Provincial education stakeholder organizations; (c) interviews with 39 administrators, faculty members and senior students in the three Alberta Faculties of Education and Faculté Saint-Jean of the University of Alberta; (d) 713 questionnaires completed by senior education students and 106 completed by education faculty members at three Alberta universities; (e) 337 questionnaires completed by interns, 239 completed by beginning teachers, 359 by supervising teachers, 370 by principals of schools employing interns, 255 by principals of schools employing beginning teachers, and 86 by superintendents of schools; (f) 7 interviews with administrative personnel in other professions; and (g) on-site interviews with 49 interns, 12 beginning teachers, 65 supervising teachers and 42 principals in 42 schools employing interns in the province. In all, 2,965 different individuals provided information for the first year's evaluation. In addition, an analysis of relevant documents and a review of scholarly writings and related research on the internship in education and other professions was completed.

The results of this large-scale evaluation are presented below in the form of a set of general findings and associated changes that were recommended for adoption in the 1986-87 phase of the two-year Initiation to Teaching Project.

General Findings and Recommendations

1. The majority of respondents were very positive about the Initiation to Teaching Project. Many interns were provided with quality experiences fulfilling the expectations associated with a professional induction program. In some schools, the interns were treated as an extra pair of hands to be shared among many staff members or to help ease the load for a given teacher. In these schools--admittedly a minority of Alberta schools--Provincial Guidelines concerning the placement, assignment, supervision and/or evaluation of interns were being violated.

Recommendation. That the provincial program should be more closely monitored in order to ensure that the internship project provides quality experiences for all interns.

2. Although many interns experienced a gradual transition and immersion to teaching, this was not always the case. Some were assigned onerous teaching responsibilities equivalent to a full teaching load at the beginning of the year or very early in the year. Some were assigned almost no teaching for an extended period of time.

Recommendation. The Provincial Guidelines should clearly indicate that the main purpose of the internship is to provide a gradual transition from the role of initiate to that of full professional.

3. The roles of intern and supervising teacher were found to be vaguely defined, resulting in a diversity of practices and sometimes a "political tug-of-war" between intern and supervising teacher. There were no brochures or other publications available for school- and system-based personnel to consult about these roles.

Recommendations. The Guidelines should be revised and made more specific in light of the first year's experience, and attractive brochures outlining the roles of intern and that of supervising teacher, in particular, should be prepared for use by principals, supervising teachers, interns and others.

4. Although some principals and supervising teachers were well prepared to assume their new roles relating to the interns in their schools, the majority were not. Many had had some experience in supervising student teachers but this was insufficient background for supervising interns.

Recommendation. Workshops for principals and supervising teachers should be provided before the school year begins and early in the school year, to equip them for their roles in the program; also, additional seminars during the year would be helpful in providing for an exchange of information and for refinement of supervisory skills.

5. Many interns were hired and placed well after the beginning of the 1985-86 school year. This was understandable, in view of the short lead time for the project. However, these interns missed the fall orientation programs provided in a number of schools and jurisdictions and they also missed the school opening activities.

Recommendation. The interns should be placed early--ideally, before the beginning of the school term--and each intern should participate in a school orientation program.

6. In some schools interns worked with many teachers--in our opinion, too many--and in other schools they were assigned to and worked with only one supervising teacher. Other teachers and resources were not always made available.

Recommendation. All principals should be informed of the need to ensure that every intern is exposed to more than one supervising teacher, although one supervising teacher might hold the prime responsibility for directing the internship.

7. Great differences in the nature and frequency of feedback provided to interns were evident. In some instances the feedback was provided by only one person and in other instances by many. The criteria for evaluating performance and the degree of formality/informality differed. There was no uniform set of "exit evaluation" standards.

Recommendation. Each intern should be frequently provided with feedback on work accomplished; this feedback should begin early in the year and continue throughout the year. The individual best situated to provide such frequent feedback is the supervising teacher. Feedback should be provided about skills of instruction, skills of classroom management, communication skills, knowledge of content, relationships with students, ability to motivate students, skills of evaluation (including self-evaluation) and growth in self-confidence. In addition, three or four formal visits should be made and a formal report provided by someone holding an administrative or supervisory role in the school or jurisdiction.

8. Participation by interns in planned in-service experiences differed greatly in terms of the number and nature of such activities. In some cases, the types of in-service activities depended on what was available. For example, in small jurisdictions these activities typically were conferences. The intern might attend the annual conference of an ATA specialist council. Some jurisdictions provided their interns with regular workshops on effective teaching strategies, but these jurisdictions were not in the majority.

Recommendation. The larger school jurisdictions should be encouraged to develop quality workshops on effective teaching for interns and their supervisors, and it may be necessary for Alberta Education to provide "workshops on call" for the smaller jurisdictions and private schools.

9. Some interns worked at many grade levels and in several subject fields whereas others were confined primarily to one or two subject fields and, on occasion, one classroom.

Recommendation. Each school should require participation by the intern in a variety of profession-related experiences including work at several grade levels and in a number of subject areas.

10. The degrees to which interns were allowed to take total charge of classes differed greatly. Some were teaching full-time with no other teacher available in the class for much--sometimes any--of the time; in other cases, the supervising teacher was always present and the intern was never completely in charge of the class.

Recommendation. The intern should be put in charge of a class for about one-third of the time at the beginning of the year, and the teaching responsibility should be gradually increased to the load of a full-time teacher for periods during the year but that even in the last half of the year the average teaching load remain about two-thirds of that of a full-time teacher.

11. The length of the internships differed from intern to intern. In some cases the internships lasted a full ten months, and in others only a few weeks. It was recognized that interns differed in their readiness to assume full-time teaching responsibilities at any given time during the year, and that the need for a teacher or teachers during the course of the school year differed in the various employing school jurisdictions. Nevertheless, the advantages of a full-year internship were generally recognized.

Recommendation. The length of the internship should be a full ten-month school year.

12. There were great differences in the degree to which interns were treated either as fully certificated members of staff or as student teachers. In some cases, the interns did not have a regular place to do their work or a place to store their books and other belongings.

Recommendation. The Provincial Guidelines for the Initiation to Teaching Project should make mention of the need for interns to have a place of their own, similar to that provided other teachers in the school.

13. There was some dissatisfaction expressed about (a) the pay differences between interns and beginning teachers, (b) the fact that the experience as an intern did not carry credit on the salary grid and (c) that time as an intern did not count as part of the two-year probationary period for permanent teaching certification in Alberta. Practices in other professions revealed that pay differences existed between interns and beginning professionals but that full certification usually followed a successful internship experience.

Recommendation. A pay differential between interns and beginning teachers should be maintained; the experience as an intern should not be credited as teaching experience for salary purposes; but successful performance as an intern should be credited toward the requirements associated with permanent certification.

14. Some jurisdictions desirous of having interns were unable to attract applicants. The question arose as to whether or not all jurisdictions, including private schools, should be permitted to hire interns. It was noted that in the field of medicine, not all hospitals are approved for medical internships. A second question concerned the possible need to provide special financial allowances for interns willing to assume assignments in employing jurisdictions where living costs are high.

Recommendation. The quality of the supervision and professional development activities available for interns should be the determining factors in deciding which jurisdictions are permitted to hire and place interns. Cost-of-living allowances should be made available and transportation expenses be covered for interns hired for employment in jurisdictions located in the more remote areas of the province.

15. There were great differences in the degrees to which interns were treated as full-fledged teachers. Parents often did not know that these individuals held teaching certificates equivalent to those of beginning teachers. Some parents were concerned about their own children being in the classroom of an intern.

Recommendation. Members of the profession and the public at large should be clearly apprised of the fact that all interns hold interim certification and are eligible to teach as beginning teachers.

16. There was considerable concern among interns and school staffs generally about whether all interns would have teaching positions in the following year. Not all schools and employing jurisdictions would have sufficient openings to accommodate all of their interns. It was generally felt that if successful interns did not obtain teaching positions, the Initiation to Teaching Project would be discredited to some degree.

Recommendation. The matter of placing interns in teaching positions following the internship should not be left totally to chance; and continued publicity should be given to the point that teaching positions could not be guaranteed.

17. Special cases were identified of interns with handicaps or with highly specialized training. In some instances these individuals were not placed in situations that would make it possible for them to benefit maximally or, indeed, to take full advantage of their special competencies.

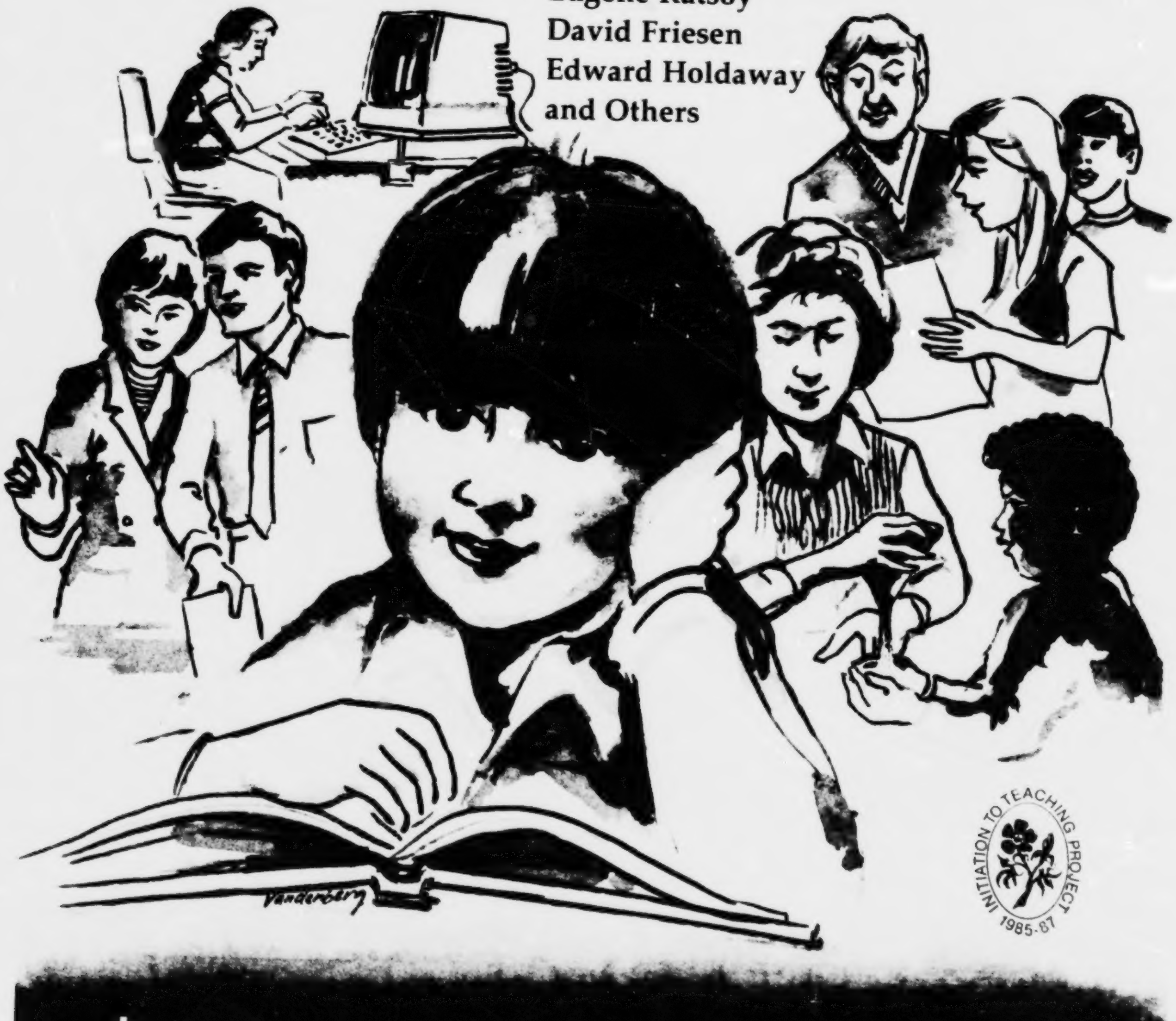
Recommendation. Special cases, particularly interns with handicaps, should be given special attention in placement decisions.

Volume

2

Evaluation of the Initiation to Teaching Project

Eugene Ratsoy
David Friesen
Edward Holdaway
and Others



1985-87

Alberta
EDUCATION

Technical Report Vol. 2

PLEASE NOTE

THE VIEWS AND RECOMMENDATIONS EXPRESSED IN THIS REPORT
ARE THOSE OF THE RESEARCHERS AND NOT NECESSARILY
THOSE OF THE DEPARTMENT OF EDUCATION

EVALUATION OF THE INITIATION TO TEACHING PROJECT

TECHNICAL REPORT

VOLUME 2

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ABSTRACT OF THE FINAL REPORT

In September 1985 a large-scale teacher internship project was implemented in schools in Alberta. During each of the 1985-86 and 1986-87 school years, this Initiation to Teaching Project provided nearly 900 recent graduates of university teacher preparation programs with employment as interns. Funding was provided by Alberta Education, Alberta Career Development and Employment, and school systems. The general purposes of this two-year program were to provide employment in teaching for recently graduated teachers who might otherwise be unemployed or underemployed, and to assess the utility of a year-long program in which the transition from university student to full-time teacher was undertaken more gradually and with more professional assistance than is usually the case with beginning teachers.

The Alberta Initiation to Teaching Project was evaluated extensively by a research team of 12 professors from the Universities of Alberta, Calgary and Lethbridge. This evaluation consisted of many elements: a literature review; the collection of information about internships in other professions; interviews with professors, in-school staff members and representatives of major educational organizations; questionnaires completed by professors, senior education students, beginning teachers, interns, supervising teachers, principals and superintendents; observation and coding of the teaching behavior of beginning teachers and interns; reports by superintendents and by consultants in regional offices of education; and analysis and assessment of this large volume of information. Recommendations for improving the program in its second year were made in June 1986; recommendations for future development of the teacher internship are made in the final evaluation report.

The evaluation revealed that the internship year facilitates the student-to-teacher transition. The numerous positive features and the strong support for the continuation of an internship program by virtually all major educational groups far outweighed the several negative features. Direct benefits, usually not available to beginning teachers, were experienced by interns. Benefits also accrued to supervising teachers, to students and to the schools in which the interns were employed.

The respondent groups expressed overall support for the four specific purposes of the internship program: the refinement of teaching skills of interns, the assessment of the interns' suitability for placement, the development of professional relationships by interns, and the further development of professional skills of supervising teachers.

The review of practices in other countries and other professions revealed strong support in many Western countries for the introduction of a structured and well-planned entry year for beginning teachers to replace the typical "quick-immersion, sink-or-swim" approach to induction with its many negative consequences. Most professions have an introductory period and have found it to be beneficial for their interns, their profession and their clients.

Based on the evaluation of the 1985-87 Alberta Initiation to Teaching Project, the literature and research on teacher induction, and the experience of other professions, the following course of action is strongly recommended:

> That, by September 1990, every beginning teacher--that is, one who has completed the university teacher preparation program and has never been employed on a regular, full-time contract--be required to complete successfully an approved internship, to be known as a "Teacher Residency Program" for "Resident Teachers." The program would have these central features:
>
> 1. length of residency to be an entire school year;
> 2. programs for resident teachers to be developed by each school jurisdiction in accordance with provincial regulations and guidelines;
> 3. resident teachers to be employed only in schools which are approved on the basis of their ability to offer suitable programs for resident teachers;
> 4. emphasis to be placed upon effective teaching and classroom management;
> 5. supplementary experiences to be organized to allow the resident teacher to become familiar with the teacher's role, the operations of a school throughout the year, and student development during a school year;
> 6. teaching load to be substantially less than that of a full-time teacher at the beginning of the school year but to increase during the year;

7. supportive supervision with emphasis on formative evaluation and regular feedback to be provided by a trained team of support teachers, one of whom should be designated "Residency Advisor";

8. privileges enjoyed by other teachers to be extended also to resident teachers with respect to benefits, certification and re-employment, except that their salary should be in the order of four-fifths of that of beginning teachers; and

9. a "Teacher Residency Board" to be established as an independent authority with responsibility for designing the program, for developing regulations and guidelines, for approving schools in which resident teachers may be employed, for developing evaluation criteria and standards for successful completion of the Teacher Residency Program, and for overall direction and monitoring of the program; this board would be composed of representatives of the major educational organizations in the province.

In recognition of the need for extensive consultation and planning prior to the implementation of the proposed mandatory Teacher Residency Program in September 1990, the following interim measures are recommended:

> That, by September 1988, every beginning teacher be required to participate in a year-long induction program that provides for a reduced teaching load and appropriate, skilled supervision; this would serve as a phasing-in period for the Teacher Residency Program described in the major recommendation.
>
> That, during the two-year period 1988-90, regulations and guidelines be developed for the Teacher Residency Program based on the findings of this study and on the experience with the beginning teacher induction program.

To implement the major recommendation and the proposed interim measures, additional resources would be required to provide release time for resident teachers, support teachers and resource personnel, and to finance in-service activities for these three categories of personnel. In view of the benefits to all parties involved, the sources and amounts of these additional resources should be jointly determined by the major educational organizations in the province.

Alberta has a history of leadership in educational innovation. Another initiative, this time in teacher preparation, is now needed. The introduction of the Teacher Residency Program would enable teaching to join other professions in requiring a properly organized transitional experience for the graduates of its university preparation programs, thereby facilitating their entry into full-time professional practice. Adoption of the measures proposed would be in keeping with current views on teacher preparation and should enhance the provision of education throughout Alberta.

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CHAPTER 1

INTRODUCTION TO THE TECHNICAL REPORT

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INTRODUCTION TO THE TECHNICAL REPORT

On the 22nd of April 1985, the Minister of Education for Alberta announced a two-year $28,000,000 experiment in the internship for teachers which was entitled the Initiation to Teaching Project. This large-scale pilot endeavor in teacher preparation commenced in September 1985, at a time when the supply of teachers in the Province had substantially outpaced the demand. The lead time from introduction by the Minister of Education to full implementation some four months later was short. Provision was made for placing up to 900 interns each year in Alberta's public, separate, private and Early Childhood Services schools. The actual figures, counting many who served part-year rather than full-year internships, reached 899 in the first year and was 889 on May 5 of the second year. Lead time for mounting a comprehensive evaluation of this project was even shorter. Nevertheless, an evaluation component of a scale seldom associated with such programs was built into the project.

Purposes and Procedures of the Study

The multi-faceted study of the two-year Initiation to Teaching Project, commissioned by Alberta Education in October 1985, was conducted by a research team of professors of education from all three Alberta universities which grant Education degrees: the University of Alberta, including Faculté Saint-Jean, the University of Calgary and the University of Lethbridge. In addition, some 18 educators were specially trained to collect classroom data for the study. Over the two-year period, approximately 6,000 individuals provided detailed information for the evaluation.

Data were collected by surveying the extensive literature in this field, by direct observations of interns and beginning teachers in classrooms throughout the Province, and by in-depth interviews both of those involved in the preparation of other professionals and of large samples of individuals participating in or affected by Alberta's teacher internship program. In addition, an even larger number of those directly involved in a variety of ways in this endeavor provided information about or reactions to various aspects of the program by means of questionnaires. Content and statistical analyses of the large amounts of data collected were employed. This permitted the results to be presented in tabular as well as textual form.

Objectives of the Initiation to Teaching Project

A major objective of the Initiation to Teaching Project (ITP) was to facilitate the transition from student to professional teacher by assisting the beginning teacher in acquiring skills, competencies and professional attitudes with the help of capable and experienced teachers and supervisors. Another objective was to provide employment for beginning teachers who could not find teaching positions in a period of teacher oversupply in Alberta.

The official purposes of the ITP were to be attained in a structured and supportive environment providing for the following:

1. refinement of teaching skills;
2. development of professional relationships;
3. assessment of the intern's suitability for placement;
4. assessment of the effectiveness of internship as a means to improve teaching competency; and
5. further development of the professional skills of supervising teachers.

Funding Arrangements for the Initiation to Teaching Project

Funding for the Alberta internship program came from several sources. Alberta Career Development and Employment provided $7,800 per intern and Alberta Education added $5,460 and a benefits package of $750. Employing jurisdictions, including school divisions, counties, public and separate school districts, and private schools, provided $2,340 for each intern. An additional $1,000 per intern was made available by Alberta Career Development and Employment for use in financing professional development activities. The salary for a full ten-month internship was set at $15,600 and this amount was prorated for internships of a shorter duration.

Major Characteristics of the Initiation to Teaching Project

Because the ITP was an experiment in teaching internships, considerable flexibility was permitted in the program. Department of Education guidelines, a Provincial Steering Committee for the project and for its evaluation, and the appointment by Alberta Education of a full-time Director of the Initiation to Teaching Project by Alberta Education helped to achieve some measure of uniformity in practices throughout Alberta. The guiding characteristics for the project were the following:

- Participation in the ITP was optional for beginning teachers and for employing school jurisdictions.
- Each internship was to be ten months in length and nonrenewable; however, many internships were of shorter duration.
- Interns were not to be employed as substitute teachers, teacher aides or regular teachers.
- Individual school jurisdictions were responsible for recruitment, hiring, placement, induction programs, supervision and evaluation.
- Programs were expected to ensure a gradual increase of teaching responsibility for the intern.
- The supervising teacher was expected to provide supervisory assistance as required.
- A written assessment was to be provided to the intern at the conclusion of the internship.
- A set of Alberta Education guidelines governing various aspects of the internship program was supplied to each participating school jurisdiction.

Specific Objectives Associated with the Evaluation

The evaluation study had two main purposes: (1) to provide a formative evaluation of the Alberta Initiation to Teaching Project in its first year of operation which would serve as the basis for proposing changes for the second year of the project, and (2) to provide a summative evaluation of the entire project and its various components so that a decision to discontinue the project after two years or to give it continuing program status might be made. The second purpose also involved making recommendations for changes in the program.

To achieve these two purposes, four questions concerning each purpose were to be answered. These questions related first, to identifying intentions for the project and recording observations of project activities, in order to provide descriptive information about the internships; and second, assessing the appropriateness of various elements of the project and determining their effectiveness in achieving the intentions, in order to provide judgemental information.

Specifically, the terms of reference for the evaluation of the project proposed two foci for the evaluation: (1) the project outcomes or ends sought in the form of impacts or effects "on interns, participating teachers and administrators as well as on various levels of government and institutions throughout the province"; and (2) the components which comprise the project, or means employed to accomplish the ends, that is, "the structures and processes developed and employed provincially and locally and the associated conditions, principles and guidelines."

Evaluation Reports

Over the course of two years, numerous meetings of the research team were held to devise detailed plans for the evaluation. The various research strategies involved, as well as the findings of the many study components, are detailed in Volumes 1 2 of the Evaluation of the Initiation to Teaching Project: Technical Report, each volume containing 10 chapters and together summarizing 23 interim reports. The contents of the two volumes of the Technical Report are as follows:

Volume 1 (A report of findings primarily from the 1985-86 phase of the evaluation)

1 Introduction to the Technical Report
2 Internships in Teaching and Other Professions
3 Internship Practices in Other Professions
4 Interviews with Stakeholders
5 Interviews in Schools
6 Interviews During Classroom Observations
7 Survey of Superintendents
8 Survey of School-Based Personnel
9 Surveys and Interviews of Faculty of Education Professors and Senior Students
10 Interim Recommendations Based on the 1985-86 Phase of the Initiation to Teaching Project

Volume 2 (A report of findings primarily from the 1986-87 phase of the evaluation)

1 Introduction to the Technical Report
2 Interviews with Stakeholders
3 Interviews in Schools
4 Interviews During Classroom Observations
5 Survey of Superintendents
6 Survey of School-Based Personnel
7 Survey of Faculty of Education Professors
8 Survey of Faculty of Education Senior Students
9 Reports from School Jurisdictions
10 Classroom Observation Study

Following the first phase of evaluation, but before the end of the first year of the program, a list of recommendations was presented to the Director and the Steering Committee of the Initiation to Teaching Project. These recommendations appear in the final chapter of

Technical Report Volume 1, as well as in the Final Report and the Summary Report.

The first year data, presented mainly in Volume 1 of the Technical Report, although important in their own right, primarily served the purpose of sensitizing the research team to many of the issues involved in the operation of the internship program. The design and foci of the second year's evaluation were developed largely from the findings of the first year of the evaluation. For example, there was a strong emphasis in the second year on various policy matters that were identified in the first year. These policy matters are explored primarily in Technical Report Volume 2. The longitudinal classroom study, mentioned early in this chapter, spanned both years of the study. The report on it also appears in Technical Report Volume 2.

The Technical Report and the interim reports on which it is based served as the data sources for the report entitled, Evaluation of the Initiation to Teaching Project: Final Report. The Final Report, in addition to summarizing this large-scale study and its findings, also presents recommendations based on the two-year evaluation. A shortened version, prepared for wider distribution, is entitled Evaluation of the Initiation to Teaching Project: Summary Report.

CHAPTER 2

INTERVIEWS WITH STAKEHOLDERS

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INTERVIEWS WITH STAKEHOLDERS

This chapter reports on the interview approach that was used with stakeholders and presents the results, comments and general conclusions derived from the interviews.

Methodology

During October, November and December 1986, semi-structured interviews were conducted by members of the evaluation team with the following 19 representatives of institutions, organizations, associations, and departments with central interests in the Initiation to Teaching (Internship) Project:

Dr. R. A. Bosetti	Deputy Minister Alberta Education
Dr. H. Kolesar	Deputy Minister Alberta Education
Dr. A. N. Craig	Deputy Minister Alberta Career Development and Employment
Mr. B. Day	Executive Director Training Services Alberta Career Development and Employment
Dr. M. Horowitz	President University of Alberta (Representing the universities in Alberta)
Dr. R. S. Patterson	Dean Faculty of Education University of Alberta
Dr. J.-A. Bour	Dean Faculté Saint-Jean University of Alberta
Professor S. Weber	Faculté Saint-Jean University of Alberta
Dr. F. D. Oliva	Dean Faculty of Education University of Calgary

Dr. R. Anderson	Dean Faculty of Education University of Lethbridge
Mrs. N. M. Thomas	President Alberta Teachers' Association
Dr. B. T. Keeler	Executive Secretary Alberta Teachers' Association
Mrs. E. Jones	President Alberta School Trustees' Association
Dr. L. W. Ferguson	Executive Secretary Alberta School Trustees' Association
Mrs. J. Gee	President Conference of Alberta School Superintendents
Mr. M. Lynch	President Alberta Catholic School Trustees' Association
Mr. J. K. McKinney	Executive Director Alberta Catholic School Trustees' Association
Mr. F. Allore	President Council of Catholic School Superintendents of Alberta
Mrs. D. Almberg	President Federation of Alberta Home and School Associations

Each interview usually lasted approximately one hour. At the beginning of the interview, each stakeholder group representative was assured of the confidentiality of responses. The questions were the same as those used in tie other components of the second-year evaluation phase. In many of the interviews, respondents answered all of the questions posed; however, because not all interviewees felt qualified to answer all questions, some chose to make only general comments, and others confined themselves to answering specific questions. Consequently, this report incorporates free responses and quantifiable responses. The numerical data do not report the numbers who did not respond to individual questions; these numbers varied for the different questions.

Results

Future of the Internship Program (Table 2.1)

The interviewees were asked to rate each of seven policy alternatives on a scale ranging from 1 "strongly disagree" to 5 "strongly agree"; a rating of 3 is logically equated to "neutral," although this was not identified as such on the scale. Responses for elementary and for secondary teachers were identical, so these are not reported separately.

The greatest support with respect to internship was for a compulsory post-B.Ed. internship for beginning teachers; 11 of the 15 interviewees who responded "strongly agreed" with this alternative. The next most favored internship alternatives were compulsory internship as part of a B.Ed. program, followed by continuation of the current optional post-B.Ed. program; 9 replied either "strongly agree" or "agree" with each. Discontinuation of the current internship program and reversion to the 1984-85 situation (with beginning teachers usually assigned full teaching loads with minimal supervisory support) was viewed very negatively. Of the 16 who responded to this question, 13 "strongly disagreed," 1 "disagreed," and 1 was "neutral" about this approach. No respondent considered that the current internship should be discontinued in favor of the 1984-85 situation.

Moderate to strong support was obtained for introducing Provincial Guidelines to assist beginning teachers by assigning them to highly competent supervisors and by giving them reduced teaching loads. (This alternative was based on an assumption of no internship program being available.) Six interviewees "strongly agreed" with the use of supervisors, and five "strongly agreed" with the idea of reduced teaching loads.

A considerable number of additional comments were made about these policy alternatives. One interviewee stated that not all beginning teachers need internship, as many are "excellent" after obtaining B.Ed. degrees, and that not all beginning teachers need reduced loads. These views, however, were outweighed by the clear support for an internship. Those favoring optional internship felt that matters such as the recent graduate's choice and experience, the opinion of the employing jurisdiction and the university's assessment would be involved in the decision concerning whether an internship were necessary for a given novice teachers. Those favoring compulsory internship believed that "it would make all teachers better," and that all new teachers need time for reflection and development. One claimed that having internship is better than having supportive regulations for beginning teachers.

Table 2.1

Extent of Agreement with Policy Alternatives (Interviews with Stakeholders)

Alternative	Strongly Disagree 1	2	3	4	Strongly Agree 5
1. Continue the optional (voluntary) internship program following either the B.Ed. or B.Ed. After-Degree programs, as in 1985-86 and 1986-87	2	2	2	7	2
2. Introduce a compulsory internship program for beginning teachers to follow either the B.Ed. or B.Ed. After-Degree programs	1	2	1	--	11
3. Introduce an optional internship as part of either a five-year B.Ed. or a three-year B.Ed. After-Degree program	5	1	3	5	--
4. Introduce a compulsory internship as part of either a five-year B.Ed. or a three-year B.Ed. After-Degree program	1	2	2	4	5
5. Introduce provincial regulations requiring that each beginning teacher be assigned to a highly competent teacher supervisor	1	2	1	5	6
6. Introduce provincial regulations requiring that each beginning teacher be given a reduced teaching load	1	4	--	4	5
7. Discontinue the current optional teacher internship program and revert to the 1984-85 situation	13	1	2	--	--

The need for greater university involvement in the internship program was mentioned by several interviewees. One commented that professors could provide the necessary "back-up" for interns employed in smaller jurisdictions without specialized supervisors. The university role was also discussed within the context of overall teacher education--both pre-service and in-service--with some interviewees favoring the approach of continual university input throughout a teacher's career. Similarly, one proposed that "the one-year supervised internship period should make provision for follow-up activities during the first year of regular employment." Integration of the practicum with the internship was advocated by one respondent.

Certification (Table 2.2)

Interviewees were asked to indicate their extent of agreement with three possible routes for permanent certification. The results clearly show that award of a Permanent Teaching Certificate directly after satisfactory completion of the internship was not favored: 10 "strongly disagreed" and 2 "disagreed" with this approach. Those who preferred post-internship teaching with teachers individually responsible for classes were divided fairly equally over whether one or two years were desirable.

Two interviewees felt that the longer the teaching period required before permanent certification the greater is the probability that the right decision is made. However, one questioned whether the certification process guarantees "good teachers" and considered that better admission standards to faculties of education should be employed; in this way, the need to use certification as a screen would be reduced.

Salary

Eleven interviewees considered that interns should receive about 75% of the salary of a beginning teacher, whereas three chose 50%. One said that the salary has to be "livable" and that an allowance in addition to the salary may be needed in rural areas.

Salary Credit

When asked "to what extent should the internship experience count for credit on the teacher salary grid?" 10 responded "not at all," 4 selected "partial credit" and 1 chose "full credit." One interviewee proposed that the decision about salary grid credit for internship should depend upon the extent to which credit is received for other

Table 2.2

Extent of Agreement with Alternatives for Permanent Certification
(Interviews with Stakeholders)

Alternative for Permanent Certification	Strongly Disagree 1	2	3	4	Strongly Agree 5
1. Following satisfactory completion of internship	10	2	--	--	2
2. Following internship and one year of satisfactory teaching	4	--	1	4	5
3. Following internship and two years of satisfactory teaching	5	--	1	2	6

aspects such as certification. Another claimed that granting of salary grid credit would lead to supervising teachers not seeing internship as a training experience. This view was supported by a third interviewee, who proposed that internship must be seen as training by all involved and, therefore, that reduced salary and no salary grid credit were justified.

Establishment of Policy and Guidelines (Table 2.3)

Opinions were obtained concerning the extent to which various organizations should be responsible for establishing policies and guidelines for a continuing internship program. Clearly, Alberta Education was viewed almost unanimously as a major actor, with substantial support also being expressed for the Alberta Teachers' Association and universities. Less support existed for involvement by the Alberta School Trustees' Association and school systems; on balance, the responses for these two organization types averaged "some involvement." In the free responses, one interviewee stated that "the universities should be heavily involved," another that all bodies "have to work together to avoid gaps," and a third thought that the existing advisory body, which contains representatives of various stakeholder groups, could be given a more distinctive title.

Administration of Internship (Table 2.4)

The results demonstrate that the stakeholders saw "school systems" as the dominant organization in administration of the internship program; 14 of 16 interviewees designated school systems as having "major responsibility." Alberta Education, the universities and the Alberta Teachers' Association all ranked clearly behind the school systems. Respondents tended not to favor substantial involvement for the Alberta School Trustees' Association, with nine choosing "not directly involved" and seven "some involvement." Few free comments were offered in connection with this matter. One respondent considered that the Alberta Teachers' Association and the universities should be involved in monitoring and follow-up of the internship program.

Length of Internship

A full year of internship was favored by 14 of the 15 who expressed an opinion on its length. The one who differed wanted the internship to be as long as possible--even three years--to ensure that teachers become as competent and confident as possible before assuming sole responsibility. Three commented that a full year allows the intern to see a full cycle of school operation. Another

Table 2.3

Preferences about Degrees of Responsibility of Stakeholder Organizations in Developing Internship Policy and Guidelines
(Interviews with Stakeholders)

Organization	Have Major Responsibility	Some Involvement (e.g., Giving Advice)	Not Directly Involved
1. Alberta Education	15	--	1
2. Alberta School Trustees' Association	4	9	3
3. Alberta Teachers' Association	9	6	1
4. Universities	7	9	--
5. School systems	6	5	5

Table 2.4

Preferences about Degrees of Responsibility of Stakeholder Organizations in Administering the Internship
(Interviews with Stakeholders)

Organization	Have Major Responsibility	Some Involvement (e.g., Giving Advice)	Not Directly Involved
1. Alberta Education	6	8	2
2. Alberta School Trustees' Association	--	7	9
3. Alberta Teachers' Association	4	8	4
4. Universities	6	8	2
5. School systems	14	2	--

stated that this period gives the school system the time necessary to decide whether to keep the intern as a regular teacher.

While favoring a full year, three interviewees identified factors which could affect the length of the internship: the extent to which the universities become involved; possible differences in the needs of elementary and secondary teachers; and the fact that six months is sufficient for some highly competent interns.

Teaching Load

Interviewees were asked to identify the percentages of the full-time teaching load that Provincial Guidelines should specify for the beginning, middle and end of the internship period. Four considered that no guidelines were needed because the teaching load decision should be affected by the competence and needs of individual interns, by the assessments of fully competent supervising teachers, and by input from university staff who know the interns. On the other hand, one respondent was adamant about the need for guidelines to ensure proper employment and assistance of interns.

Those who favored guidelines generally supported a gradual increase in the percentage of teaching time over the school year. With regard to the beginning of the internship period, teaching time of "less than 20%" was selected by one interviewee, "20 to 39%" by three, and "40 to 59%" by six. At about mid-way in the internship, teaching time should be "20 to 39%" according to one person, "40 to 59%" in the view of three, and "60 to 79%" in the opinion of six interviewees. There was clear support for a load approximating full-time teaching by the end of the internship, with four choosing "60 to 79%" and six "80% and over." One commented that younger teachers are better able to handle the stress associated with a heavy teaching load, and that development of competence frequently requires "struggles." The idea that interns at some stage of the year should experience the full load of a regular teacher received substantial support.

Internship Activities (Table 2.5)

The stakeholders were asked to express the extent of their agreement or disagreement with Provincial Guideline specification of participation by interns in each of 15 listed activities. Substantial support was apparent for guidelines for these activities: observation, analysis and discussion of teaching at different grade levels (12 of 14 agreed, i.e., "agreed" or "strongly agreed") and in different subject areas (10 agreed); teaching at different

Table 2.5

Extent of Agreement about Activities in Which Interns Should Participate
(Interviews with Stakeholders)

Activities	Strongly Disagree 1	2	3	4	Strongly Agree 5
1. Observation, analysis and discussion of teaching at different grade levels	--	1	1	2	10
2. Observation, analysis and discussion of teaching in different subject areas	--	1	3	1	9
3. Teaching at different grade levels	--	--	3	5	6
4. Teaching in different subject areas	--	2	4	2	6
5. Teaching the same class or classes for a period of several months	--	--	--	6	8
6. Organization of extra-curricular activities	2	1	1	3	7
7. Professional development activities at the system and/or provincial level	--	--	4	4	6
8. In-school professional development activities	--	--	--	5	9
9. Interviews with parents about progress of students	--	--	1	6	7
10. Field trips	--	1	4	7	2
11. School committee meetings	--	--	2	6	6
12. Observation of the work of school administrators, counsellors, support staff	--	1	4	5	4
13. Assistance in the library or resource room	--	2	5	4	3
14. ATA teacher induction activities	2	2	2	2	6
15. Interacting with other teacher interns in formal workshops focusing on the internship	--	--	1	7	6

grade levels (11 agreed) and in different subject areas (8 agreed); teaching the same class or classes for a period of several months (14 agreed); professional development activities at the system and/or Provincial level (10 agreed) and school level (14 agreed); interviews with parents about progress of students (13 agreed); field trips (9 agreed); school committee meetings (12 agreed); observation of the work of school administrators, counsellors and support staff (9 agreed); and interacting with other interns in formal workshops focusing on the internship (13 agreed).

Less support was obtained for organization of extracurricular activities (10 agreed and 3 disagreed, i.e., "disagreed" or "strongly disagreed"); ATA teacher induction activities (8 agreed and 4 disagreed); and assistance in the library or resource room (7 agreed, 2 disagreed and 5 were neutral).

One or more stakeholders made each of the following comments about the listed activities of interns:

> The intern should probably undertake all of these activities to get the "feel" of a school.
>
> Rotations should be conducted early in the internship, with extended in-depth experience being provided later.
>
> The intern should be protected from being over-involved, such as in producing a school play.
>
> Because interns should be at the "cutting edge," they have different professional development needs than have regular teachers.
>
> The support system provided by other interns helps interns to feel that they are in a shared enterprise.
>
> Local circumstances may not allow some school systems to meet all of the guidelines; this should not prevent them from hiring interns.
>
> Non-teaching activities should not be too burdensome.
>
> Extended teaching is a necessary experience for interns and it provides some stability and continuity for the students that they teach.
>
> Interns have to learn to be honest with parents about the performance of their children.
>
> A distinction should be made in the Provincial Guidelines between academic and recreational field trips.
>
> ATA induction is the function of the profession.

Supervision of Interns (Table 2.6)

The interviewees were asked to report the extent of their agreement with possible Provincial Guidelines dealing with supervision of interns. Most (11 out of 15) "strongly agreed" that interns should be directly accountable to principals. This response was justified by the view that the intern is a teacher and all teachers are accountable to their principals. Three "disagreed" with this view, instead regarding supervising teachers as the persons to whom interns should be directly accountable. One interviewee further stated that principals cannot devolve responsibility for the supervision of interns to central office staff of the school systems. Another proposed that "interns should be supervised by highly qualified teachers, administrators and university faculty members."

There was more uncertainty about the numbers of supervising teachers with whom interns would work during the year. Seven "strongly agreed" with having a Provincial Guideline requiring each intern to work with one supervising teacher, however six had responses spread across the other four categories. Only five either "strongly agreed" or "agreed" with having a Provincial Guideline that would have each intern working with at least two and not more than four supervising teachers during the internship; seven either "disagreed" (4) or "strongly disagreed" (3) with this approach, and one was "neutral."

These comments were provided:

1. A shared model of supervision involving both the university and school systems is best;
2. University involvement would provide "a shoulder to cry on";
3. Continuity of supervision is needed;
4. Interns should identify supervising teachers with whom they feel comfortable;
5. Interns should be exposed to a variety of personalities and styles of supervising teachers;
6. Interns have to learn to work with different types of teachers; and
7. Provision should be made for change if an assignment of supervising teacher(s) is not suitable.

Feedback and Evaluation (Table 2.7)

When asked to express opinion on whether Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance, 13 of the interviewees "strongly agreed" and three "agreed." The stakeholders showed less consensus with respect to whether Provincial Guidelines should specify a

Table 2.6

Extent of Agreement with Approaches to Supervision of Interns
(Interviews with Stakeholders)

Aspect of Supervision	Strongly Agree 1	2	3	4	Strongly Disagree 5	Can't Tell
1. Direct accountability to the principal or head teacher of the school to which the intern is assigned	1	2	--	1	11	--
2. Work with one supervising teacher for the duration of the internship (even though other teachers may be involved with the intern)	2	1	2	1	7	1
3. Work with at least two and not more than four supervising teachers during the internship	3	4	1	1	4	1

Table 2.7

Preferences about Extent of Involvement of Different Personnel in Formal Evaluation of Interns (Interviews with Stakeholders)

Evaluator	Not at All 1	2	3	4	To a Large Extent 5	Mean
1. Principal or other in-school administrator	--	1	2	4	9	4.31
2. Supervising teacher(s)	--	1	2	3	10	4.38
3. Central office supervisor(s)	3	5	4	2	2	2.69
4. Superintendent (or designate)	5	6	3	--	2	2.25

standard set of criteria for evaluating interns throughout Alberta; six "strongly agreed," six "agreed," two "disagreed" and two "strongly disagreed." One stated that, if the internship could affect certification and success in seeking a position, Provincial criteria would be needed. Another proposed that local procedures used to evaluate teachers should also apply to interns.

Stakeholders were also asked, "To what extent should each of the following be involved in the formal (written) evaluation of interns?" They showed substantial support for such involvement by both supervising teachers and principals (or other in-school administrators), with means of 4.38 and 4.31 on a five-point scale. Much less support was expressed for involvement by central office supervisors and superintendents (or their designates); their means were only 2.69 and 2.25. One opinion was that involvement of central office staff members should depend upon the size of each school system, and another held the view that evaluation should be conducted by those who have had the most direct contact with each intern.

A related question asked, "Who should have the final authority for the formal (written evaluation of interns?" Five selected supervising teachers, four principals, three superintendents, and two principals together with supervising teachers. One interviewee stressed that, if the supervising teachers are to evaluate formally, interns and supervising teachers need to have good working relationships.

Two other aspects were mentioned. First, a mechanism by which interns can appeal their formal evaluations needs to be incorporated in Provincial Guidelines. Second, self-evaluation should also be viewed as important by interns and others associated with whom they are associated.

Supervising Teachers (Tables 2.8 and 2.9)

The interviewees were asked to indicate the extent to which they agreed with several propositions relating to the qualifications, teaching loads, training and selection of supervising teachers.

Qualifications (Table 2.8). Strong support was given to the proposition that Provincial Guidelines should specify minimum academic qualifications for supervising teachers (e.g., possession a four-year B.Ed. degree); eight "strongly agreed" and three "agreed." There was similar support for proposed specification of minimum competency criteria for supervising teachers (e.g., possession of a Permanent Teaching Certificate and at least three years of successful teaching in Alberta).

Table 2.8

Extent of Agreement with Possible Provincial Guidelines
about Supervising Teachers
(Interviews with Stakeholders)

Possible Guideline	Strongly Disagree 1	2	3	4	Strongly Agree 5
1. Specification of minimum academic qualifications for supervising teachers	1	2	--	3	8
2. Specification of minimum competency criteria for supervising teachers	--	2	--	4	8
3. Specification that supervising teachers be given reduced teaching loads	--	2	2	5	7
4. School systems should be responsible for providing supervisory training of supervising teachers	1	1	1	5	6
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	--	--	1	6	7

Table 2.9

Preferences about the Extent of Involvement of Individuals or Organizations in Selection of Supervising Teachers (Interviews with Stakeholders)

Individual/ Organization	Not at All 1	2	3	4	To a Large Extent 5	Mean
Principal	--	--	2	1	11	4.64
Superintendent (or designate)	2	4	4	1	3	3.36
Teachers in the school	1	3	3	4	3	2.96
Alberta Teachers' Association	6	1	3	3	1	2.43
Universities	4	5	3	2	--	2.21
Alberta Regional Offices of Education	9	3	1	1	--	1.57
Alberta School Trustees' Association	11	2	1	--	--	1.29

Note: The pairings in this table reflect similar distributions.

Teaching loads (Table 2.8). The proposition that Provincial Guidelines should specify reduced teaching loads for supervising teachers received strong support; seven "strongly agreed" and five "agreed." One interviewee proposed that those teaching loads could be reduced by 10-15% but that this percentage would vary during the year. Another claimed that supervision of interns by supervising teachers is a professional responsibility.

Training (Table 2.8). Six "strongly agreed" and five "agreed" with the proposition that school systems should be responsible for the supervisory training of their supervising teachers. Even more support was accorded the proposition that all supervising teachers should be required to take courses in supervision, but two interviewees considered that this could present a difficulty for some rural school teachers. One proposed that the universities and the ATA should work together to design appropriate courses for supervising teachers.

Selection (Table 2.9). Most interviewees (11 out of 14) supported involvement of principals "to a large extent" in selection of supervising teachers. With respect to involvement of teachers and superintendents (or designates) in this selection, the responses varied fairly uniformly from "not at all" to "to a large extent." Slightly less support was obtained for ATA and university involvement. Most chose no involvement by the Regional Offices of Education and the Alberta School Trustees' Association. Two people expressed the view that all teachers who possess Permanent Teaching Certificates should be viewed as competent to be supervising teachers, with the best-suited people then being selected. One considered that finding highly suitable supervising teachers is difficult; this is already the experience with cooperating teachers for teacher education practica. Another was concerned about potential disqualification of competent supervising teachers because of unreasonably rigid guidelines.

Overall Value of Internship

The final question asked interviewees to "rate the overall value of the Alberta internship as a means of facilitating the transition from student to professional teacher" on a scale from 1 (no value) to 10 (highly valuable). The following distribution of responses was obtained:

Response	f	
10	4	
9	6	
8	3	
7	1	
4	1	Mean = 8.60

These responses indicate stakeholders' very strong support for the internship program.

In the concluding phase of the interview, most of the interviewees made additional comments. Even though many of the comments relate to matters raised earlier in the chapter, they are presented here because they were points upon which the interviewees wanted to place special emphasis.

Costs	f
School boards are favorably inclined towards the internship program, but their attitudes could change if they had to pay more than $5,000 annually for each intern.	1
Trustees are not sure that they want to bear the cost of the internship unless there are real cost benefits: "School systems are not training places."	1

Guidelines	
Too many strict guidelines may prevent small systems from having interns.	1
Too many strict guidelines may increase the cost of operating the internship program.	1
Guidelines are needed, but they should be flexible rather than being viewed as regulations.	1
Boards are concerned that "the internship" may appear in contracts: it is better handled through Provincial Guidelines.	1

Manpower	
Superintendents often view interns as extra manpower, but the training model is better.	1

Systems with large resource bases view internship as training: the smaller rural systems see it as manpower.	1
Schools need to be more flexible in using all teaching staff.	1

Principals

Principals must be heavily involved in internships if they are to be successful.	1

Public Attitudes

The primary purpose of the internship program--not merely to add manpower and increase the amount of training but to ease the transition--has to be conveyed to the public.	1

Universities

Universities should be involved in many ways throughout teachers' careers.	2
Universities would have to modify their programs and practica if internship were implemented permanently for all teachers.	2
Universities could be involved in developing internship programs in northern and native areas. These areas could lose interest in internship unless they get help. The internship program could entice interns to apply and then stay on.	1

Value

One of the crucial aspects is the mutual benefit available to supervising teachers and interns.	2
The quality of internship varies greatly among school systems.	2
Internship provides an opportunity to reflect upon the broader aspects of school life--not just teaching.	1
If done well, internship should be highly valuable.	1

Internship does make a difference in interns' attitudes toward teaching.	1
"I would be very disappointed if we lost the internship."	1
"I don't know of anybody who didn't find the first year to be a harrowing experience."	1
The transition to professional status has to be assisted.	1
Interns should enrol in university courses related to their teaching responsibilities.	1

Summary

Semi-structured, confidential interviews were conducted during October, November and December 1986 with 19 "stakeholders"--that is, with representatives of government departments, universities and various associations. Response alternatives were provided for each interview item, and respondents were asked to choose those that represented their preferences. On many occasions, responses were supplemented by oral comments, although some stakeholders chose only to make comments on selected matters because they were not familiar with all of the operational details of the internship program.

These stakeholders evaluated the current internship program very highly, and they strongly agreed that an internship program should be continued in Alberta. Their common preference was for a compulsory post-B.Ed. internship year. They recommended that permanent certification require at least a year of post-internship teaching experience, that the internship salary be about 75% of that of beginning teachers, but that the internship experience not count for credit on the salary grid.

Additional stakeholder preferences were that the major responsibility for internship policy and guidelines be shared by Alberta Education, the universities and the Alberta Teachers' association, and that administration of the program be a major responsibility of school systems. During the internship year, the percentage of the school day that interns spend in teaching should increase from about 50% to about 80%. Provincial Guidelines should describe activities in which interns are to be involved, e.g., observation, analysis and discussion of teaching in different grades and subjects. Interns should be accountable to principals but be directly supervised by one or more competent, trained supervising teachers. Their evaluations should be shared by principals and supervising teachers, possibly using standard criteria. However, some stakeholders cautioned that undue emphasis upon Provincial Guidelines may have a deleterious effect upon the internship program, especially in rural areas.

Conclusions

Most of the conclusions presented below were supported by a majority of the stakeholder representatives who were interviewed. This does not necessarily mean, however, that they represent directions that any future "internship program" must follow.

1. Stakeholder representatives indicated that an internship program should be continued; Alberta cannot go back to the situation in which most beginning teachers were given full teaching loads and little supervisory assistance.

2. A compulsory post-B.Ed. internship of one year is the most desirable approach, although either a compulsory internship in the B.Ed. program or an optional post-B.Ed. internship also met with some approval.

3. If the internship program were cancelled, then supervisory assistance and reduced teaching loads for beginning teachers would be desirable.

4. Permanent certification should be awarded after either one or two years of teaching following internship, but not directly after internship.

5. The intern should receive a salary equal to about 75% of that received by a beginning teacher, but internship experience should not count for credit on the salary grid.

6. Setting of internship policy and guidelines should be a major responsibility of Alberta Education, the universities and the Alberta Teachers' Association, with school systems and the Alberta School Trustees' Association being less extensively involved.

7. Administration of the internship program should be a major responsibility of the school systems, with some involvement by Alberta Education, the universities and the Alberta Teachers' Association, but with minimal involvement by the Alberta School Trustees' Association.

8. During the period of internship, the percentage of the school day spent by interns in direct teaching should increase from about 50% to over 80%; whether this should be a Provincial Guideline or left to local discretion needs consideration.

9. Provincial Guidelines should describe the activities in which interns are to be involved--especially observation, analysis and discussion of teaching in different grades and subjects, teaching in different grades and subjects, teaching the same class or classes for several months, extracurricular activities, professional development activities, parent interviews, school committee meetings, and workshops with other interns.

10. Interns should be directly accountable to principals. Direct supervision of interns should be provided by supervising teachers, acting either individually or in teams.

11. Provincial Guidelines should specify that interns receive feedback about their work and that a standard set of evaluation criteria be developed for use throughout Alberta. Formal written evaluation of interns should mainly involve supervising teachers and principals.

12. Supervising teachers should have at least some minimum academic qualifications, and they should meet minimum competency criteria. They should be selected mainly by principals, have some supervisory training and have their teaching loads reduced slightly. However, Provincial Guidelines should not prevent selection of competent supervising teachers who do not meet some of these conditions, especially those in rural areas.

13. The current internship program in Alberta received strong support and a very positive evaluation from the stakeholders.

APPENDIX

EVALUATION OF THE INITIATION TO TEACHING (INTERNSHIP) PROJECT INTERVIEW GUIDE

EVALUATION OF THE INITIATION TO TEACHING (INTERNSHIP) PROJECT

INTERVIEW GUIDE

Preamble

The purpose of this interview is to obtain your opinions about various aspects of the current Alberta Teacher Internship Program. As you know, one purpose of this Internship Program is to facilitate the transition from university student to professional teacher.

In this interview, we will be focussing upon various policy options, as well as Provincial Guidelines and practices.

Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed, but the source of individual opinions will not be identified. We also wish to assure you that we are evaluating the Internship Program and not individual Interns, Beginning Teachers, or staff associated with them.

October-November 1986

INTERVIEW GUIDE

FUTURE OF INTERNSHIP

Using the five-point scale provided, please rate each of the following policy alternatives concerning the preparation of beginning Elementary teachers (including ECS) and beginning Secondary teachers in Alberta. Circle the appropriate number. (Answer both parts for each item.)

1 - Strongly Disagree (SD) 5 - Strongly Agree (SA) 0 - Can't tell

Alternatives		SD				SA	Can't tell	Office Use Only (1-35)
1. Continue the optional (voluntary) Internship Program following either the B.Ed. or B.Ed. After Degree programs as in 1985-86 and 1986-87.	For elementary teachers	1	2	3	4	5	0	36
	For secondary teachers	1	2	3	4	5	0	37
2. Introduce a compulsory Internship Program for Beginning Teachers to follow either the B.Ed. or B.Ed. After Degree programs.	For elementary teachers	1	2	3	4	5	0	38
	For secondary teachers	1	2	3	4	5	0	39
3. Introduce an optional internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5	0	40
	For secondary teachers	1	2	3	4	5	0	41
4. Introduce a compulsory internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5	0	42
	For secondary teachers	1	2	3	4	5	0	43
5. Introduce provincial regulations requiring that each Beginning Teacher be assigned to a highly competent Teacher Supervisor.	For elementary teachers	1	2	3	4	5	0	44
	For secondary teachers	1	2	3	4	5	0	45
6. Introduce provincial regulations requiring that each Beginning Teacher be given a reduced teaching load.	For elementary teachers	1	2	3	4	5	0	46
	For secondary teachers	1	2	3	4	5	0	47
7. Discontinue the current optional Teacher Internship Program and revert to the 1984-85 situation.	For elementary teachers	1	2	3	4	5	0	48
	For secondary teachers	1	2	3	4	5	0	49

CERTIFICATION

If a Teacher Internship Program were to continue, please indicate your extent of agreement with each of the following possible routes for Permanent Certification.

Teacher Interns should be eligible for Permanent Certification following:	SD				SA	Can't tell	Office Use Only
1. Satisfactory completion of the Internship.	1	2	3	4	5	0	50
2. One year of satisfactory teaching following the Internship.	1	2	3	4	5	0	51
3. Two years of satisfactory teaching following the Internship.	1	2	3	4	5	0	52

SALARY AND SALARY CREDIT

If a Teacher Internship Program were to continue, and assuming a reduced teaching load and reduced responsibilities for Teacher Interns (when compared with regular full-time teachers), which response do you favor for each of these two questions?

		Office Use Only
1. Approximately what percentage of a Beginning Teacher's salary should a Teacher Intern receive?	1. ____ 25% 2. ____ 50% 3. ____ 75% 4. ____ 100%	53
2. To what extent should the Teacher Internship experience count for credit on the teacher salary grid?	1. ____ Not at all 2. ____ Partial credit 3. ____ Full credit	54

ADMINISTRATION OF THE TEACHER INTERNSHIP PROGRAM

If a Teacher Internship Program were to continue, to what extent should each of the following be responsible for establishing the policy and guidelines for the Internship Program? Use one check mark for each item below.

Organization(s)	1. Have major Respon-sibility	2. Some Involvement (e.g., giving advice)	3. Not Directly Involved	Office Use Only
1. Alberta Education	___	___	___	55
2. Alberta School Trustees' Association	___	___	___	56
3. Alberta Teachers' Association	___	___	___	57
4. Universities	___	___	___	58
5. School Systems	___	___	___	59

If a Teacher Internship Program were to continue, to what extent should each of the following be responsible for administering the program (e.g., program plans, recruitment, selection, placement, professional development, monitoring, evaluation, remediation of interns)? Use one check mark for each item below.

Organization(s)	Have major Respon-sibility	Some Involvement (e.g., giving advice)	Not Directly Involved	Office Use Only
1. Alberta Education	___	___	___	60
2. Alberta School Trustees' Association	___	___	___	61
3. Alberta Teachers' Association	___	___	___	62
4. Universities	___	___	___	63
5. School Systems	___	___	___	64

		Office Use Only
LENGTH OF THE TEACHER INTERNSHIP		
If a Teacher Internship Program were to continue, what should be the length of the Teacher Internship?	1. ___ quarter year 2. ___ half year 3. ___ full year 4. ___ more than one year 5. ___ other (specify) ____________________	65

TEACHING LOAD

If a Teacher Internship Program were to continue, what Provincial Guidelines would you recommend concerning teaching load for Interns compared with the teaching load of a full-time teacher?

		Office Use Only
1. At the beginning of the Internship period?	1. ___ less than 20% 2. ___ 20% to 39% 3. ___ 40% to 59% 4. ___ 60% to 79% 5. ___ 80% and over 6. ___ no Provincial Guidelines needed	66
2. About mid-way through the Internship?	1. ___ less than 20% 2. ___ 20% to 39% 3. ___ 40% to 59% 4. ___ 60% to 79% 5. ___ 80% and over 6. ___ no Provincial Guidelines needed	67
3. Approaching the end of the Internship?	1. ___ less than 20% 2. ___ 20% to 39% 3. ___ 40% to 59% 4. ___ 60% to 79% 5. ___ 80% and over 6. ___ no Provincial Guidelines needed	68

INTERN ACTIVITIES

If a Teacher Internship Program were to continue, should Provincial Guidelines specify that the Teacher Intern participate in each of the following activities?

	Activities	SD				SA	Can't Tell	Office Use Only
1.	Observation, analysis and discussion of teaching at different grade levels.	1	2	3	4	5	0	69
2.	Observation, analysis and discussion of teaching in different subject areas.	1	2	3	4	5	0	70
3.	Teaching at different grade levels.	1	2	3	4	5	0	71
4.	Teaching in different subject areas.	1	2	3	4	5	0	72
5.	Teaching the same class or classes for a period of several months.	1	2	3	4	5	0	73
6.	Organization of extra-curricular activities.	1	2	3	4	5	0	74
7.	Professional development activities at the system and/or provincial level.	1	2	3	4	5	0	75
8.	In-school professional development activities.	1	2	3	4	5	0	76
9.	Interviews with parents about progress of students.	1	2	3	4	5	0	77
10.	Field trips.	1	2	3	4	5	0	78
11.	School committee meetings.	1	2	3	4	5	0	79
12.	Observation of the work of school administrators, counsellors, support staff.	1	2	3	4	5	0	80
13.	Assistance in the library or resource room.	1	2	3	4	5	0	81
14.	ATA teacher induction activities.	1	2	3	4	5	0	82
15.	Interacting with other Teacher Interns in formal workshops focusing on the Internship.	1	2	3	4	5	0	83

SUPERVISION OF TEACHER INTERNS

If a Teacher Internship Program were to continue, should Provincial Guidelines specify that each Teacher Intern:

	SD				SA	Can't Tell	Office Use Only
1. Be directly accountable to the Principal or Head Teacher of the school to which the Intern is assigned?	1	2	3	4	5	0	84
2. Work with one Teacher Supervisor for the duration of the Internship (even though other teachers may be involved with the Intern)?	1	2	3	4	5	0	85
3. Work with at least two and not more than four Teacher Supervisors during the Internship?	1	2	3	4	5	0	86

FEEDBACK AND EVALUATION

Assuming that a Teacher Internship Program were to continue, please indicate your opinions on these matters.

Option	SD				SA	Can't Tell	Office Use Only
1. Provincial Guidelines should specify that feedback be provided to Teacher Interns along with discussions on how to improve performance.	1	2	3	4	5	0	87
2. Provincial Guidelines should specify a standard set of criteria for evaluating Teacher Interns throughout Alberta.	1	2	3	4	5	0	88
3. Provincial Guidelines should specify that supervisors of Teacher Interns be given a reduced teaching load because of their supervisory responsibilities.	1	2	3	4	5	0	89

4. To what extent should each of the following be involved in the formal (written) evaluation of Teacher Interns?

Evaluator	Not at All				To a Large Extent	Can't Tell	
a. Principal or other in-school administrator	1	2	3	4	5	0	90
b. Teacher Supervisor(s)	1	2	3	4	5	0	91
c. Central Office Supervisor(s)	1	2	3	4	5	0	92
d. Superintendent (or designate)	1	2	3	4	5	0	93

5. Who should have the final authority for the formal (written) evaluation of Teacher Interns? (Check one only.) 94

1. ___ Principal or other in-school administrator
2. ___ Teacher Supervisor(s)
3. ___ Central Office Supervisor(s)
4. ___ Superintendent
5. ___ Other (please specify)

____

SELECTION AND TRAINING OF TEACHER SUPERVISORS

Assuming that a Teacher Internship Program were to continue, please indicate your opinions on these matters.

	Options	SD				SA	Can't Tell	Office Use Only
1.	Provincial Guidelines should specify minimum academic qualifications for Teacher Supervisors (such as the possession of a four-year B.Ed. degree or equivalent).	1	2	3	4	5	0	95
2.	Provincial Guidelines should specify minimum competency criteria for Teacher Supervisors (such as the possession of a Permanent Teaching Certificate and at least three years of successful teaching in Alberta).	1	2	3	4	5	0	96
3.	School systems should be responsible for providing supervisory training for Teacher Supervisors.	1	2	3	4	5	0	97
4.	Training in the form of short courses or university classes in supervision and effective teaching should be required of all Teacher Supervisors who supervise Teacher Interns.	1	2	3	4	5	0	98

	5. Indicate the extent to which each of the following should be involved in the selection of Teacher Supervisors:	Not at All				To a Large Extent	Can't Tell	
a.	Principal	1	2	3	4	5	0	99
b.	Teachers in the school	1	2	3	4	5	0	100
c.	Superintendent (or designate)	1	2	3	4	5	0	101
d.	Alberta Regional Offices of Education	1	2	3	4	5	0	102
e.	Alberta Teachers' Association	1	2	3	4	5	0	103
f.	Universities	1	2	3	4	5	0	104
g.	Alberta School Trustees' Association	1	2	3	4	5	0	105

OVERALL VALUE OF THE ALBERTA TEACHER INTERNSHIP

On the ten-point scale given below, please rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher.

											Office Use Only
Unable to Judge	No Value									Highly Valuable	
0	1	2	3	4	5	6	7	8	9	10	106

COMMENTS

CHAPTER 3

INTERVIEWS IN SCHOOLS

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INTERVIEWS IN SCHOOLS

This chapter includes a description of the methodology used in the in-school interviews, presentation and discussion of results, and conclusions.

Methodology

Ten members of the research team conducted interviews in 43 schools throughout Alberta in October-December 1986. The schools were selected using a stratified random sampling approach which ensured representation of schools of different grade levels, sizes and locations, in different types of school systems. To ensure anonymity, the 43 schools are not identified by name.

After completing the selection, the principals were informed by letter (Appendix B) of the procedure to be followed. This letter was accompanied by a covering letter from Dr. R. A. Bosetti, Deputy Minister of Education (Appendix C). Each principal was subsequently telephoned to arrange a date for interview and to obtain the names of all supervising teachers and interns in the school, as well as the names of any beginning teachers who had been interns in 1985-86 who were employed in the school. Collection of the names of interns and beginning teachers in this way was essential because the Alberta Education data base was incomplete.

Individual interviews were conducted with 43 principals, 72 supervising teachers, 55 interns, and 16 beginning teachers who had been interns in 1985-86. These interviews ranged from about 30 minutes to three hours in length. The school visits enabled the research team to obtain detailed opinions in a confidential setting about internship program policies and procedures in connection with the 1986-87 year. The questions were developed after consideration of matters raised in the Request for Proposals, discussions with various groups and the 1985-86 evaluation phase. These same questions were used in all aspects of the 1986-87 evaluation phase. A structured format was used with the same questions being asked of all interviewees. Sheets containing the questions were handed to the interviewees before they were asked to respond. They were also assured of anonymity at this time; consequently, this report provides data and generalizations without identifying the particular sources.

Many comments were made and noted during the interviews. As in the 1985-86 phase, the variety of these opinions necessitated collation of some responses into paraphrased statements. In addition, only comments not directly covered by responses to the interview questions and which add significantly to the discussion are documented in this chapter.

Description of Interview Sample

Characteristics of the interview sample of 43 schools, some of which are shown in Tables 3.1 to 3.4, can be briefly summarized as follows:

1. Eighteen schools were in either Calgary or Edmonton, 8 were in other cities, and 17 were in other (non-city) locations;
2. Eleven schools had grades in the K-G.6 range, 3 had K-G.9, 3 had G.1-6, 6 had G.7-9, 2 had G.1-12; 8 had G.10-12, and 10 (9 of which were in non-city locations) had other combinations;
3. Twelve schools had fewer than 300 pupils, 14 had 300-499, 9 had 500-699, and 8 had more than 700 pupils;
4. Forty-three principals, 72 supervising teachers, 55 interns, and 16 beginning teachers who had been interns in 1985-86 were interviewed;
5. Interviewees included 45 people in Calgary, 41 in Edmonton, 32 in other cities and 68 in other locations;
6. For 36 of the 55 interns, one supervising teacher was interviewed, for 17 interns two supervising teachers were interviewed, and for one intern three supervising teachers were interviewed; in two non-city locations, one supervising teacher supervised two interns and one intern was supervised by the principal;
7. In 23 schools, the interns were selected by principals and/or other in-school personnel, whereas in the other 20 schools they were selected by central office staff;
8. Sixteen of the 55 interns were in either K-G.6 or G.1-6 schools, 10 were in G.7-9 schools, and 13 were in G.10-12 schools;
9. Six schools had two interns each, three had three interns, while 34 had one intern each;
10. One school had three beginning teachers who were formerly interns, one had two, and the remaining 11 schools had one each; and
11. Four supervising teachers were interviewed in one school, three in each of four schools, two in each of 19 schools, and one in each of 18 schools; however, these numbers do not represent the total numbers of supervising teachers because some were not available for interviews on the days arranged.

Table 3.1

Locations of, and Grades in, Schools

	Grade Levels							
Location	K-6	K-9	1-6	7-9	1-12	10-12	Other	Total
Calgary	3	--	1	1	--	3	1	9
Edmonton	3	1	--	3	--	2	--	9
Other cities	3	2	1	1	--	1	--	8
Other	2	--	1	1	2	2	9	17
Total	11	3	3	6	2	8	10	43

Table 3.2

Numbers of Persons Interviewed

	Number of Persons Interviewed				
Location	Principals	Supervising Teachers	Interns	Beginning Teachers (Former Interns)	Total
Calgary	9	18	13	5	45
Edmonton	9	16	14	2	41
Other cities	8	13	9	2	32
Other	17	25	19	7	68
Total	43	72	55	16	186

Table 3.3

Number of Students per School

	Number of Students per School			
Location	Under 300	300-499	500-699	Over 700
Calgary	2	2	2	3
Edmonton	3	3	1	2
Other cities	2	2	4	--
Other	5	7	2	3
Total	12	14	9	8

Table 3.4

Numbers of Interviewed Supervising Teachers per Intern

	Number of Interviewed Supervising Teachers per Intern		
Location	1	2	3
Calgary	8	5	--
Edmonton	12	2	--
Other cities	5	4	--
Other	11	6	1
Total	36	17	1

In two "other" locations, one supervising teacher supervised two interns and one intern was supervised by the principal.

Results

Policy Alternatives (Table 3.5)

The interviewees were presented with seven alternatives relating to the future of the internship program and were asked to indicate the extent to which they agreed or disagreed with each. The summarized results are shown in Table 3.5 and the detailed results in Table 3.5a*. Within these tables, responses are separated for elementary and secondary school levels.

1. Continuation of optional post-B.Ed. internship. A narrow majority of principals, supervising teachers and interns generally agreed ("strongly agree" or "agree") with this alternative for both the elementary and secondary school levels. A higher percentage of beginning teachers disagreed ("strongly disagree" or "disagree") about the elementary level, whereas responses were evenly divided for the secondary level.

2. Introduction of compulsory post-B.Ed. internship. Higher percentages of all four categories of interviewees agreed than disagreed with this alternative; but, except for beginning teachers, the percentages were lower than for the above-mentioned alternative, optional post-B.Ed. internship.

Principals (P), supervising teachers (ST) and Interns (I) made these comments about the compulsory vs. optional issue:

> P: "Optional" means interns are treated differently from equally qualified beginning teachers.
>
> ST: If the internship stays optional, then it must be made more attractive.
>
> I: The optional program requires a lot of explanation as to why some have a "full job" and others don't.
>
> P/I: It should either be compulsory or cancelled.
>
> ST: Internship should be compulsory for one year, with no hiring during that period.
>
> ST: Compulsory internship is preferable, but I can't see it working. With a voluntary program you can screen the interns. Also, some teachers would have to become supervising teachers without a strong desire to do so.

---

*Tables with the designation "a" following the number are found in Appendix E.

Table 3.5

Percentages of Agreement and Disagreement with Policy Alternatives
(Interviews in Schools)

		Principals (n = 43)		Supervising Teachers (n = 72)		Interns (n = 55)		Beginning Teachers (Former Interns) (n = 16)	
Alternative		Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Continue optional post-B.Ed. internship	E	21	49	17	51	22	51	44	31
	S	19	58	15	54	27	55	38	38
2. Introduce compulsory post-B.Ed. internship	E	28	42	28	44	36	40	38	44
	S	35	40	25	46	36	47	38	44
3. Introduce optional internship as part of the B.Ed. program	E	33	35	40	38	46	15	44	38
	S	26	42	43	36	49	20	50	19
4. Introduce compulsory internship as part of the B.Ed. program	E	37	30	28	47	35	38	19	56
	S	37	35	22	49	38	42	13	50
5. Assign beginning teachers to highly competent supervisors	E	26	47	4	64	13	58	13	56
	S	26	51	6	71	13	65	13	63
6. Reduce teaching load of beginning teachers	E	30	40	26	43	27	47	56	25
	S	33	40	25	47	31	53	50	38
7. Discontinue current internship program	E	84	2	83	1	62	11	69	6
	S	88	2	83	1	75	9	75	13

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree
E = Elementary; S = Secondary

ST: A compulsory *internship* would affect the relationship between supervising teacher and intern.

I: If the internship were compulsory, then remove the practicum.

P/ST: An internship is not necessary for all teachers.

P: The reduced salary would make a compulsory internship difficult.

3. Introduction of optional B.Ed. internship (5-year B.Ed. or 3-year B.Ed./A.D.). The principals and supervising teachers were generally equally divided on this alternative, although principals tended to agree with this more for the secondary level than for the elementary level. Interns and beginning teachers more clearly disagreed.

4. Introduction of compulsory B.Ed. internship (5-year B.Ed. or 3-year B.Ed./A.D.). This alternative tended to be favored more by supervising teachers and beginning teachers, whereas principals and interns showed approximately equal percentages agreeing and disagreeing.

These comments were made on the B.Ed. internship alternatives:

ST/5I/BT: Place internship in 4-year B.Ed. program.

P: The internship would be better implemented if it were part of the B.Ed. program.

I: The interns should still be paid if the internship were part of the B.Ed. program.

5. Assignment of beginning teachers to highly competent supervisors. This alternative and alternative 6 both carried the implicit assumption that the internship program would be discontinued, although both alternatives could be employed even after an internship program. The idea of assigning beginning teachers to highly competent supervising teachers was strongly supported by the supervising teachers, interns and beginning teachers interviewed, with slightly less support from the principals.

P: Everyone needs a mentor in the first year.

P: A first-year mentor is more important than a reduced teaching load.

P: Retired teachers and retired professors could serve as mentors.

P: I foresee problems with the Province legislating assignment of all beginning teachers to supervisors.

P: Teachers are not ready to assume responsibilities as supervising teachers for all beginning teachers.

ST: We don't have enough competent supervising teachers.

6. Reduce teaching loads for beginning teachers. This alternative found slightly less favor among supervising teachers, interns and principals than did the previous alternative, but still higher percentages agreed with it than those who disagreed. However, the majority of beginning teachers disagreed.

ST: A reduced teaching load for beginning teachers would provide a good transition and reduce stress.

BT: A reduced teaching load would be nice, but it's all part of the experience.

P: Financial reasons are against a reduced load.

ST: A reduced teaching load would turn school boards off hiring beginning teachers.

ST: Reduced loads for beginning teachers could lead to professional jealousy.

7. Discontinue current internship program. In all four interviewee groups, overwhelming percentages disagreed with this alternative; this result was the most one-sided of the seven. When the elementary and secondary responses were combined, these percentages of "strongly disagree with discontinuation were obtained: principals, 75%, supervising teachers, 70%, interns, 47%, and beginning teachers, 60%.

These responses were also examined by employee category. The internship alternative most favored by principals was continuation of the current optional post-B.Ed. internship, with an average of 54% agreeing. Principals next supported the compulsory post-B.Ed. internship (41% agree), whereas they were generally less in favor of internship in the B.Ed. program, whether optional or compulsory. The preference pattern of supervising teachers was similar to that of principals, except that the equal second preferences of supervising teachers were compulsory post-B.Ed. and B.Ed. internship. Interns also tended to have the same order of preference as principals, but they more strongly disagreed ("strongly disagree" and "disagree") with the optional B.Ed. internship alternative. The preference pattern for the 16 beginning teachers was different, with their highest percentage agreeing (53%) being compulsory B.Ed. internship. Their second highest percentage of agreement was associated with compulsory post-B.Ed. internship (44% agree).

Principals, supervising teachers, interns and beginning teachers all tended to agree rather than disagree with alternatives 5 and 6 relating to beginning teachers, except that beginning teachers tended to disagree (53%) that teaching load be reduced.

Three general comments, not directly related to the seven listed policy alternatives, were provided.

P: The Province should pay for the internship.

ST: Serving an internship year could become part of the hiring contract for school systems.

I: The term "intern" may scare some B.Ed. graduates.

Permanent Certification (Tables 3.6 and 3.6a)

Over three-quarters of the principals and supervising teachers and about two-thirds of the interns and beginning teachers disagreed with the possibility that permanent certification be awarded following satisfactory completion of an internship. The vast majority of interns and beginning teachers favored permanent certification following internship and one year of satisfactory teaching. Principals tended to agree with the alternative of two years of satisfactory teaching rather than one following internship before granting permanent certification. The supervising teachers were more in favor of one year than two, but one-third of them favored the two-year alternative. Both the interns and beginning teachers disagreed with the two-year period.

The following comments were made during interviews:

I: I'm working just as hard as a first-year teacher and I'm not given credit. It does hurt!

I: The present arrangement says that one year of internship isn't worth anything and gives the internship a 'negative connotation.'

I: The most negative point is no credit toward permanent certification.

Table 3.6

Percentages of Agreement and Disagreement with Alternatives for Permanent Certification
(Interviews in Schools)

Alternative for Permanent Certification	Principals (n = 43)		Supervising Teachers (n = 72)		Interns (n = 55)		Beginning Teachers (Former Interns) (n = 16)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Following satisfactory completion of internship	81	14	76	17	65	22	69	13
2. Following internship and one year of satisfactory teaching	35	37	17	68	9	84	6	88
3. Following internship and two years of satisfactory teaching	40	53	53	33	84	5	88	6

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

BT: The biggest bone of contention is that it should count toward permanent certification.

I: More B.Ed.s would be drawn to the internship if it had better benefits, e.g., credit for certification, and first chance for jobs.

I: There should be some incentives for taking the internship.

P: If the internship is compulsory, then the year should count.

BT: The length of time needed for permanent certification should depend upon the principal's assessment of the intern.

P/ST: The internship is not a total teaching experience; two years of independent teaching are needed before permanent certification.

P: The necessary extra time depends upon the intern's program.

P: One additional year is not enough if the teacher had a bad internship experience.

P: Evaluation during the internship year, when the intern has a reduced teaching load and is involved in many other activities, is not adequate for permanent certification.

P: Two years of teaching are needed to develop competence in many aspects.

ST: I would like to see the internship as essential for permanent certification.

Salary of Interns (Table 3.7)

The overwhelming preference of each of the four interview groups was that interns should receive about 75% of the salary of beginning teachers. This figure was selected by 79% of principals, 82% of supervising teachers, 84% of interns and 94% of beginning teachers.

2ST/3I: The pay received should reflect the teaching load of the intern.

I: The pay is not unreasonable. It beats not working at all.

I: The present salary is fair.

Table 3.7

Preferences about Salary of Interns
(Interviews in Schools)

Percentage of the Beginning Teacher's Salary that Interns Should Receive	Principals (n = 43) %	Supervising Teachers (n = 72) %	Interns (n = 55) %	Beginning Teachers (Former Interns) (n = 16) %
25%	2	3	2	--
50%	14	7	2	6
75%	79	82	84	94
100%	5	8	13	--

P: The pay is low in view of the effort.

P: The pay should depend on the location, because rural costs are higher.

ST: We should not view interns as not working full-time just because they are not teaching full-time.

P/BT: Debt is a problem for new teachers, especially those with family responsibilities.

ST/2I: It is hard to live on $15,600.

BT: The salary should be for 12 months.

Salary Grid Credit (Table 3.8)

Apart from small percentages of interns and supervising teachers who favored no salary grid credit for the internship year, the four interview groups were approximately equally divided in their opinions about whether that year should count for partial or full credit. The beginning teachers were more clearly in favor of full credit.

2ST: Interns should get full credit because it's a training year and you get credit for training.

ST: Beginning teachers with internship experience are better trained than those without but they receive the same salary.

P: A special salary grid category is probably needed for beginning teachers who have had internship experience.

P: The lack of salary credit is a "sore spot."

ST: Salary credit depends upon whether the internship is part of a B.Ed. program.

P: Salary credit should be proportional to the time spent teaching.

BT: Salary credit should depend upon the nature of the internship.

Development of Policy and Guidelines (Table 3.9)

The interviewees were asked to indicate their preference for degrees of responsibility/involvement of different organizations in developing policy and guidelines

Table 3.8

Preferences about Salary Grid Credit for Internship Experience
(Interviews in Schools)

Amount of Salary Grid Credit Awarded for Internship Experience	Principals (n = 43)	Supervising Teachers (n = 72)	Interns (n = 55)	Beginning Teachers (Former Interns) (n = 16)
	%	%	%	%
None	14	8	--	--
Partial	40	40	53	38
Full	47	51	47	63

Table 3.9

Preferences about Degrees of Responsibility of Organizations in Developing Internship Policy and Guidelines
(Interviews in Schools)

	Major Responsibility				Some Involvement				Not Directly Involved				Did Not Answer			
	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT
Organization			%				%				%				%	
1. Alberta Education	72	75	46	75	26	25	42	25	2	--	--	--	--	--	4	--
2. Alberta School Trustees' Association	5	4	--	13	56	60	56	50	40	33	38	38	--	3	5	--
3. Alberta Teachers' Association	19	31	44	50	63	64	53	44	19	6	--	6	--	--	4	--
4. Universities	21	33	20	50	65	60	58	44	14	7	18	6	--	--	4	--
5. School systems	53	51	35	44	44	44	53	50	2	4	9	6	--	--	4	--

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some" or "not directly."

P = Principals (n = 43); ST = Supervising Teachers (n = 72); I = Interns (n = 55); BT = Beginning Teachers (Former Interns) (n = 16)

for the internship program. Principals and supervising teachers tended to prefer "major responsibility" for Alberta Education, "some involvement" for the ASTA, ATA and the universities, although fair support was also offered for "major responsibility" of both the ATA and the universities and "no involvement" of the ASTA. The principals and supervising teachers tended to favor "major responsibility" for school systems slightly over "some involvement."

Responses of the interns showed less support for "major responsibility" of Alberta Education (46% compared with a mean of 74% for principals and supervising teachers) and school systems (35% and 52%), but more support for the ATA in this role (44% and 25%). The beginning teachers also showed more support for "major responsibility" of the ATA (50% compared with 25% for principals and supervising teachers and of the universities (50% compared with a mean of 25% for principals, supervising teachers and interns). Both the interns and beginning teachers indicated a slight overall preference for "some involvement" by school systems rather than "major responsibility."

Very few additional comments were made about this issue. Four respondents stated that the extent to which the universities are involved would depend upon whether the internship were to be in the B.Ed. program or were to be a post-B.Ed. experience.

Administration of the Internship (Table 3.10)

All four respondent groups heavily favored "major responsibility" of school systems in administering the internship (e.g., program plans, recruitment, selection, placement, professional development, monitoring evaluation and remediation of interns), with agreement ranging from 81% by beginning teachers to 98% by principals. Some support was also apparent for "major responsibility" being borne by Alberta Education and the universities, and, to a lesser extent, the ATA. However, "some involvement" was the most common response for Alberta Education, the ATA and the universities. "No involvement" was the most common response for the ASTA, although about 40% overall advocated "some involvement."

The responses to this question showed less variability among the four respondent groups than did the question on developing policy and guidelines. The most obvious differences were more support among supervising teachers and beginning teachers for assigning "major responsibility" to the universities, an equivalent level of support among supervising teachers for Alberta Education, and a preference among the principals for "no involvement" of the ATA.

Again, few comments were made, but these are important:

Table 3.10

Preferences about Degrees of Responsibility of Organizations in Administering the Internship
(Interviews in Schools)

	Major Responsibility				Some Involvement				No Involvement				Did Not Answer			
	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT
Organization		%				%				%				%		
1. Alberta Education	12	36	20	25	65	49	49	50	23	15	27	25	--	--	4	--
2. Alberta School Trustees' Association	--	3	2	--	35	43	42	25	65	51	51	75	--	3	5	--
3. Alberta Teachers' Association	2	15	16	19	56	68	64	63	42	17	16	19	--	--	4	--
4. Universities	19	31	16	38	58	49	53	50	23	19	27	13	--	1	4	--
5. School systems	98	89	84	81	--	10	11	19	2	1	2	--	--	--	4	--

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some" or "not directly."

P = Principals (n = 43); ST = Supervising Teachers (n = 72); I = Interns (n = 55); BT = Beginning Teachers (Former Interns) (n = 16)

2P/2ST: Responsibility of the universities in administering the internship depends upon whether it is part of a B.Ed. program.

P: The universities should be involved because the B.Ed. graduate is an "unfinished product."

ST: Involving the universities would give a broader perspective to the internship.

ST: The universities have neither the time nor the money.

ST: Administration and monitoring are the weakest parts of the whole program.

I: The ATA should be a resource if you have problems.

Length of Internship (Table 3.11)

Over 90% of both the principals and supervising teachers favored a full year of internship. This was also favored by 82% of the interns and 69% of the beginning teachers, with 18% and 31% of these two groups favoring a half-year instead.

3P/3ST/I: A year provides the full cycle of school operations.

2ST: A year allows interns to see growth of children over the year.

I: The full year allows time to experiment and establish new patterns of behavior.

ST/I: A full year is best, with an option for discontinuation in the second half year after review.

P/ST: A half year in one kind of school and a half year in another kind of school would be best of all.

P: Only a year is economically feasible.

I: A half year provides difficulties in employment for the rest of the year.

P: The intern should have the option of an extra year if the first year was not satisfactory.

ST: Interns should have the chance of continuing their internships until they obtain employment.

Table 3.11

Preferences about Length of Internship
(Interviews in Schools)

Length of Internship	Principals (n = 43) %	Supervising Teachers (n = 72) %	Interns (n = 55) %	Beginning Teachers (Former Interns) (n = 16) %
1. Quarter year	--	1	--	--
2. Half year	7	3	18	31
3. Full year	91	94	82	69
4. More than one year	2	1	--	--
5. Other (specify)	--	--	--	--
6. No opinion	--	--	--	--

P/I: Interns should have the option of accepting teaching positions during the internship period.

BT: A half year is enough. I felt confident by Christmas.

ST: Five months is OK, with an optional additional five months if needed.

I: If optional, as now, then a half year is OK. If in the B.Ed. program, then a full year is needed.

Teaching Load (Table 3.12)

Each respondent was asked to express preferences about Provincial Guideline prescription of the teaching load for interns--compared with the teaching load of a full-time teacher--at the beginning, about mid-way and approaching the end of the internship period.

About 7-8% overall considered that there should be no Provincial Guidelines for these three stages and several beginning teachers provided reasons why guidelines are not needed. However, most interviewees favored guidelines specifying an increase in teaching load during the internship year. The highest percentages of principals and supervising teachers (37% and 44%) supported an initial 20-39% loading, although the 40-59% and 60-79% ranges also received substantial approval. With regard to the mid-way phase, greatest support among all four groups was for the 60-79% teaching load alternative, with the lowest level of support being 42% (principals) and the highest level 55% (interns). There was even greater support for the 80%-and-over alternative for the time near the end of internship, with percentages in favor ranging from 63% (beginning teachers) to 71% (interns); about one-quarter, however, selected the 60-79% alternative.

These comments were made about the beginning and final phases:

P: The initial load should not be too little because some interns are ready to take responsibility right away.

P: They need to "feel the pressure" early but not be "snowed under."

ST: Should focus on "quality guidance" rather than total immersion at the beginning.

2ST: Interns should know hear the end of the year what a full teaching load is like.

Table 3.12

Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers, at Beginning, Middle, and End of Internship
(Interviews in Schools)

	Teaching less than 20%				Teaching 20-39%				Teaching 40-59%				Teaching 60-79%				Teaching 80% and over				Left Blank or No Guidelines Needed			
Stage of Internship	P	ST %	I	BT	P	ST %	I	BT	P	ST %	I	BT	P	ST %	I	BT	P	ST %	I	BT	P	ST %	I	BT
At the beginning of the internship	5	8	2	6	37	44	31	31	26	22	42	44	26	17	18	--	--	7	2	6	7	1	5	13
About mid-way through the internship	--	--	--	--	--	3	--	--	28	28	24	31	42	53	55	44	21	15	18	13	9	1	4	13
Approaching the end of the internship	--	--	--	--	--	--	--	--	2	1	4	--	21	26	22	25	65	69	71	63	12	3	4	13

P = Principals (n = 43); ST = Supervising Teachers (n = 72); I = Interns (n = 55);
BT = Beginning Teachers (Former Interns) (n = 16)

ST: The load at the end should depend upon how the intern is coping; no guideline is needed.

BT: I liked the last part best when I taught almost full-time.

2P/2ST/I: The teaching load should depend upon the competence of the intern.

BT: Strict guidelines could be a disadvantage to competent interns.

ST: We need guidelines, but they shouldn't be too rigid.

ST: It should depend on the intern and the supervising teacher.

P: The load should depend upon local circumstances, but some guidance is needed.

I: The teaching load should depend upon the pay rate and how much student teaching was done.

Three supervising teachers and two interns considered that definite guidelines are needed to prevent abuse of interns. One principal noted that changing the teaching load during a school year produces logistical problems. Three principals and one intern advocated a realistically high teaching load; otherwise, the interns could feel as if they are little more than student teachers.

Activities of Interns (Tables 3.13 and 3.13a)

All of those interviewed were asked to indicate the extent of their agreement with the suggestion that Provincial Guidelines should require involvement of interns in 15 activities during the period of internship.

The average extent of agreement ("strongly agree" and "agree") for all four groups exceeded 80% for eight activities: teaching at different grade levels; teaching the same class or classes for a period of several months; professional development activities at the system and/or Provincial level; professional development activities at the school level; interviews with parents about progress of students; field trips; school committee meetings; and interacting with other interns in formal workshops focusing on the internship. There were 70-80% levels of support for inclusion of three further activities: observation, analysis and discussion of teaching at different grade levels; observation, analysis and discussion of teaching in different subject areas; and teaching in different subject areas. For the four other listed activities, an average of

Table 3.13

Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate (Interviews in Schools)

	Principals (n = 43)		Supervising Teachers (n = 72)		Interns (n = 55)		Beginning Teachers (Former Interns) (n = 16)	
Activities	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Observation, analysis and discussion of teaching at different grade levels	12	79	6	79	15	71	6	88
2. Observation, analysis and discussion of teaching at different subject areas	7	91	7	79	24	65	6	88
3. Teaching at different grade levels	9	84	8	76	9	80	--	81
4. Teaching in different subject areas	7	91	10	83	15	62	6	81
5. Teaching the same class or classes for a period of several months	2	88	3	90	--	93	6	81
6. Organization of extra-curricular activities	16	72	11	64	18	65	19	69
7. Professional development activities at the system and/or Provincial level	5	93	4	83	5	89	--	94
8. In-school professional development activities	2	98	3	94	5	93	--	94
9. Interviews with parents about progress of students	5	93	3	94	4	89	--	100
10. Field trips	7	91	7	81	7	82	--	94
11. School committee meetings	5	91	7	92	2	82	--	88
12. Observation of the work of school administrators	9	67	6	67	31	44	19	56
13. Assistance in the library or resource room	26	37	26	33	45	29	31	33
14. ATA teacher induction activities	12	67	24	60	18	55	19	50
15. Interacting with other interns in formal workshops focusing on the internship	2	93	4	92	9	82	--	100

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

68% agreed that the Provincial Guidelines should specify the organization of extracurricular activities. About 59% agreed with specification of observation of the work of school administrators, counsellors and support staff, and 58% agreed with inclusion of ATA teacher induction activities in Provincial Guidelines. Only 33% agreed that assistance in the library or resource room should be mentioned. The data in Table 3.13a (Appendix E) reveal that high percentages of the respondents in various categories "strongly agreed" that several of the 15 internship activities should be in the Provincial Guidelines. The two major differences among the four groups were the high percentages of "disagreement" among interns concerning (a) assistance in the library or resource room and (b) observation of the work of school administrators, counsellors and support staff.

Several made comments about the interns' teaching activities:

> P: Interns should teach in at least two subject areas.
>
> P: It's difficult to fit interns into teaching classes for which the supervising teachers are responsible.
>
> P: Teaching at different grade levels is difficult at the ECS level.
>
> ST: You mustn't chop and change the intern's grade levels each month.
>
> ST: Interns do need their own classes and responsibility.
>
> ST: Continuity with one class is essential for pupils to see the intern as the teacher.
>
> ST: Maybe I should let her [the intern] do more teaching.
>
> ST: The intern should teach 3-4 months at the most with one class.
>
> I: There is a lot of discontent because of lack of freedom and not having your own class.
>
> I: It's too soft at the beginning. Interns do not have enough independent responsibility.
>
> BT: The intern should ideally have a class or section of a class for part of the time, and be responsible for planning, teaching and reporting; the supervising teacher would be available to help.

2BT: Continuity with one or more classes is essential.

However, two principals raised concerns about the views of parents. One stated that parents want to talk to the teacher responsible for their children--not to an intern. Another didn't want to give a class to an intern for three or four months because parents might object.

Two principals, two supervising teachers, and two beginning teachers considered that observation, analysis and discussion of others' teaching can be overdone, as it is really a student teaching activity. Only a few remarks were made about the other specified activities:

P: Interns should be treated the same as regular teachers in some respects, e.g., professional development.

P: Interns should have the same professional experiences as regular teachers with the same responsibilities, including parent interviews.

ST: Involvement in professional development activities may depend on the intern's teaching subjects.

P/ST: Extracurricular activities should not be "dumped" on interns.

ST: Involvement with the library should depend upon the interest of the intern.

I: Our effective teaching workshop (half a day every two weeks) is excellent.

Although there was wide support for the suggestion that Provincial Guidelines require workshops for interns that focus on the internship, some interviewees were critical of these gatherings:

ST: Internship workshops can focus too much on formal teaching, whereas other matters--especially social--are neglected.

I: The existing workshops with other interns are not useful.

I: Workshops on interview strategies and reflective thinking could be held at the end of the internship.

BT: Last year's interns' meetings were not well conducted.

BT: Last year's interns' workshops focused on

> effective teaching which we learned at university. They were a "complete waste of time"; we should have concentrated on the internship.

Several interviewees spoke about the dilemma inherent in the need for provincial control to protect interns while at the same time providing local flexibility.

> P: Need some Provincial protection and some local decision making.
>
> I: Guidelines should describe desirable activities but leave the actual decisions to local administrators and teachers.
>
> ST: We must be careful not to overload the intern.
>
> ST: Guidelines are necessary to prevent the intern from being "used" by the school.
>
> BT: More direction about the work of interns is needed.
>
> BT: Better control of the internship experience is required; they are not relief teachers.

Several also commented on the need for flexibility in the intern's activities:

> P/I: Some activities such as field trips, extracurricular and library should be voluntary.
>
> P/2ST/I: Activities should depend upon the intern's specialization, capabilities and needs.
>
> BT: Activities should not be mandated.

These additional general aspects were mentioned.

> P: The internship activities should be geared to the needs of the intern, and not to the needs of the school.
>
> P: The internship should be an exploratory year.
>
> P/I: Each intern should not be assigned to more than one school.
>
> ST: I got many requests for use of the intern as soon as he started work.
>
> ST: The intern should not have very repetitive work.
>
> I: We have to guard against the image of student teacher.

BT: Directed activities should not occupy 100% of the intern's time; preparation time is also needed.

Accountability of Interns (Tables 3.14 and 3.14a)

Most principals (91%) and supervising teachers (85%) agreed with the proposition that interns should be directly accountable to principals. Interns (60% agreed) and beginning teachers (69%) supported this proposition. None of those interviewed directly addressed the accountability issue beyond reinforcing their numerical ratings, but four comments related to this issue:

P: Supervising teachers need to develop ownership of the internship program because they can contribute more than anyone else.

P: Supervision of interns by supervising teachers is one of the most difficult aspects.

ST: In a large school, the principal gives authority to the supervising teachers; I like that.

BT: The supervisors should be teachers, not principals.

Number of Supervising Teachers (Tables 3.14 and 3.14a)

When asked for their opinions about whether the intern should have one supervising teacher or two to four supervising teachers, all respondent groups slightly favored the higher number, on average 60% vs. 55%. Only the interns, as a group, were more in support of the practice of having one supervising teacher; even there the difference was slight (58% vs. 56%).

These comments directly addressed the "number" issue:

P: Variety in supervising teachers is important.

P: Not more than three supervising teachers would be best.

P: The major involvement should be with one supervising teacher at one grade level.

2P: The number of supervising teachers may depend on the subject area and grade levels; e.g., only one may be required if teaching French in elementary school.

P/ST/I/BT: Not more than two supervising teachers.

Table 3.14

Percentages of Agreement and Disagreement with Approaches to Supervision of Interns (Interviews in Schools)

Aspect of Supervision	Principals (n = 43)		Supervising Teachers (n = 72)		Interns (n = 55)		Beginning Teachers (Former Interns) (n = 16)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Directly accountable to the principal	9	91	8	85	20	60	19	69
2. One supervising teacher	30	51	32	54	31	58	44	56
3. Two to four supervising teachers	28	60	19	60	29	56	25	63

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

ST: One main supervising teacher is essential.

ST: Last year's intern appreciated having several supervising teachers.

ST: More than one supervising teacher permits different points of view.

2ST: It's difficult to have two masters.

ST: Can spread the intern across too many supervising teachers.

ST: Not more than six supervising teachers per intern.

ST: The intern should have some say about the number.

ST/I: Two many supervising teachers may be difficult for the intern.

2ST/I: The number should depend on the local situation.

I: Four supervising teachers are sufficient.

I: I like working with one supervising teacher because I know my responsibilities. I have heard horror stories of interns having too many.

I: A personality clash could affect the entire internship if there is only one supervising teacher.

The following observations were also relevant:

P: The interns must not be rotated among supervising teachers after only small cycles.

P: Interns should work with the subject specialists.

ST: If more than one supervising teacher is involved with an intern, then they should meet weekly.

ST: The interns in senior high schools should be rotated after one semester.

ST/I: It's good to see the different styles of several supervising teachers.

I: I would like to choose my supervising teacher after working with several teachers.

A variety of additional comments and suggestions were made about supervising teachers and their work with interns:

P: It may be better if the teacher in charge of interns were not the supervising teacher--e.g., a vice-principal.

P: A "coaching team" approach to the internship is critical.

ST: We must be honest with interns about their performance.

ST: The interns must be with "master teachers"--this is not always done now.

ST: If a personality conflict occurs between the supervising teacher and intern, then some avenue for change is needed.

ST: Both the supervising teacher and the intern need a source of help if the program is not going well.

ST: I don't really supervise the intern--this is done by the principal. I was surprised to learn that some teachers actually supervise interns in their schools.

ST: A university contact person and the supervising teacher should meet prior to the school year to discuss the intern.

I: The intern and the supervising teacher must get on well.

I: Placements of interns must be arranged carefully.

I: I like it when the supervising teachers just "drop in" but mostly leave me alone.

I: The success of the internship is based on rapport and communication with the supervising teacher.

Feedback to Interns (Tables 3.15 and 3.15a)

The majority of each respondent category "strongly agreed" that Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance. When the "agree" and "strongly agree" categories were combined, these percentages were obtained: principals 88%, supervising teachers 97%, interns 93% and beginning teachers 100%. Few comments were made on this matter. One intern stated that he appreciated the professional feedback and evaluations, another concluded that he "would like some occasional feedback" and a third saw many interns as arrogant and unwilling to accept help.

Table 3.15

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Interviews in Schools)

Possible Guideline	Principals (n = 43)		Supervising Teachers (n = 72)		Interns (n = 55)		Beginning Teachers (Former Interns) (n = 16)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	5	88	--	97	2	93	--	100
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	28	53	6	82	9	75	6	81

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Criteria for Evaluating Interns (Tables 3.15 and 3.15a)

Supervising teachers, interns and beginning teachers strongly supported the proposition that Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta; the percentages were 82%, 75% and 81%, and the percentages who replied "strongly agree" were 50%, 40% and 63% The principals showed lower support for this proposition, with 53% "agreeing" and only 19% choosing "strongly agree." Comments were added by many respondents:

> 6P: The evaluation guidelines for interns should be the same as for teachers in the school systems.
>
> P: Any Provincial criteria should be set jointly by school systems and the universities.
>
> 2ST: It's impossible to produce a complete set of criteria to cover all situations.
>
> ST/I: There need to be different sets of evaluative criteria in schools of different types and with different grade levels.
>
> ST: Provincial criteria are a help with a new program.
>
> ST: Better guidelines are needed for the evaluation of interns.
>
> ST: Would like to have each system develop its own forms for the evaluation of interns.
>
> I: Any Provincial evaluation guidelines should not be too specific.
>
> I: A Provincial standard set of criteria would ensure that all interns would have to meet the same requirements in terms of variety of experience.
>
> I/BT: Internship activities would have to be prescribed if standard criteria are to be used.
>
> BT: Provincial criteria are good, but keep some flexibility for schools.
>
> BT: Provincial Guidelines wouldn't work because of different internship assignments.

Formal Evaluation of Interns (Tables 3.16 and 3.17)

Involvement of different personnel (Table 3.16). Principals and beginning teachers tended to favor more extensively than any other employee group the involvement of principals (or other in-school administrators) in formal evaluation of interns. Means of their responses were 4.65 and 4.56 on a five-point scale ranging from 1 ("not at all") to 5 ("to a large extent"). However, both groups also supported substantial involvement of supervising teachers, with means of 4.30 and 4.11. This order was reversed for supervising teachers and interns, whose response means for extent of involvement by supervising teachers were 4.48 and 4.56, and of involvement by principals, 4.11 and 3.80. All four groups preferred much less involvement for both central office supervisors and superintendents (or designates), with means ranging from 2.30 to 2.62.

Final authority (Table 3.17). All interviewees were asked: "Who should have the final authority for the formal (written) evaluation of interns?" Among the principals, 77% selected the principal (or other in-school administrator). The other three groups showed support both for principals and supervising teachers, with principals (or other in-school administrators) being selected by 49% of the supervising teachers, 35% of the interns, and 50% of the beginning teachers, and supervising teachers by 38% of the supervising teachers themselves, 56% of the interns and 38% of the beginning teachers in the study. The percentages favoring superintendents ranged from only 5% (interns) to 13% (beginning teachers). Three supervising teachers selected a central office supervisor, and about 5% selected others or some combination of the categories, most frequently the school principal and supervising teacher together.

The following comments were made about the personnel involved in formal evaluation of interns:

2P: The superintendent and/or central office staff should be involved only if a serious problem occurs.

P: Supervising teachers are reluctant to be involved in evaluation.

ST: Principals should be involved because they have perspectives different from those of supervising teachers.

ST/BT: Central office staff would not know the intern sufficiently well to evaluate fairly.

ST: Supervising teachers should have the final authority for evaluation because they are most directly involved.

Table 3.16

Preferences about Extent of Involvement of Different Personnel in Formal Evaluation of Interns (Interviews in Schools)

Personnel	Principals (n = 43) Mean	Supervising Teachers (n = 72) Mean	Interns (n = 55) Mean	Beginning Teachers (Former Interns) (n = 16) Mean
1. Principal or other in-school administrator	4.65	4.11	3.80	4.56
2. Supervising teachers	4.30	4.48	4.56	4.13
3. Central Office supervisor(s)	2.51	2.35	2.62	2.20
4. Superintendent (or designate)	2.29	2.17	2.44	2.56

The scale used was 1 "Not at all" to 5 "To a large extent."

Table 3.17

Preferences about Final Authority for Formal Evaluation of Interns (Interviews in Schools)

Evaluator	Principals (n = 43) %	Supervising Teachers (n = 72) %	Interns (n = 55) %	Beginning Teachers (Former Interns) (n = 16) %
1. Principal or other in-school administrator	77	49	35	50
2. Supervising teachers	9	38	56	38
3. Central Office supervisor(s)	--	3	--	--
4. Superintendent (or designate)	9	6	5	13
5. Other, or a combination	5	6	4	--
Total	100	100	100	100

The scale used was 1 "Not at all" to 5 "To a large extent."

2I: The size of school should determine who evaluates; in a large school it should be the supervising teacher.

I: Involve central office staff if the intern so wishes.

I: The supervising teacher can do the evaluation if the relationship with the intern is good.

BT: Principals should formally evaluate only when they are closely involved with the internship program.

In addition, some supervising teachers noted that interns are probably over-evaluated in comparison with beginning teachers, that giving a negative evaluation is difficult, that an appeal process is needed, and that "evaluating the intern was one of the hardest things to do last year."

Supervising Teachers

Opinions and responses concerning supervising teachers are presented under the headings of Qualifications, Teaching load, Training and Selection.

Qualifications (Tables 3.18 and 3.18a). All four respondent groups agreed--with the majority of those choosing "strongly agree"--with the possible Provincial Guidelines that minimum academic qualifications and minimum competency criteria be specified for supervising teachers. The greater extent of disagreement concerned the minimum academic qualifications; 19% of principals disagreed with this possibility. A few remarks were added.

ST: Supervising teachers should have at least five years of successful teaching in Alberta.

ST: How do you choose supervising teachers from all teachers in large departments in senior high schools?

I: Teachers should be evaluated for suitability as supervising teachers.

I: We must ensure that supervising teachers are competent.

I: My best supervisor does not have a degree.

Table 3.18

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Supervising Teachers (Interviews in Schools)

Possible Guidelines	Principals (n = 43) Disagree	Principals (n = 43) Agree	Supervising Teachers (n = 72) Disagree	Supervising Teachers (n = 72) Agree	Interns (n = 55) Disagree	Interns (n = 55) Agree	Beginning Teachers (Former Interns) (n = 16) Disagree	Beginning Teachers (Former Interns) (n = 16) Agree
1. Specification of minimum academic qualifications for supervising teachers	19	77	10	81	11	82	13	75
2. Specification of minimum competency criteria for supervising teachers	7	93	7	88	4	93	--	100
3. Specification that supervising teachers be given a reduced teaching load	51	40	42	43	40	42	50	31
4. School systems should be responsible for providing supervisory training for supervising teachers	9	84	6	83	13	75	19	63
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	37	47	26	64	27	51	31	31

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Teaching load (Tables 3.18 and 3.18a). On average, about 39% of respondents agreed and about 46% disagreed with the proposition that Provincial Guidelines should specify that supervising teachers be given reduced teaching loads. The percentages agreeing varied from 31% (beginning teachers) to 43% (supervising teachers), and the percentages disagreeing were from 40% (interns) to 51% (principals). This topic generated a substantial number of reactions:

> P/8ST/I/BT: A reduced load is not necessary. The intern reduces my load.
>
> P: A reduced load? Yes, but havoc would result!
>
> ST: Interns do not really provide the supervising teachers with released time, as some think.
>
> 2ST: How could supervising teachers be given a reduced teaching load in elementary schools?
>
> ST: The extent to which the load is reduced depends upon how the intern is supervised.
>
> I: The supervising teachers do need released time to confer with interns.
>
> BT: Perhaps supervising teachers should get a salary increase, regardless of any released time.

Training (Tables 3.18 and 3.18a). Principals and supervising teachers supported the view that Provincial Guidelines should specify that school systems be responsible for providing supervisory training for supervising teachers: 84% of principals and 83% of supervising teachers agreed, with supervising teachers tending to "strongly agree" more than did principals. Somewhat less support was obtained from the interns (75% agreed) and the beginning teachers (63% agreed).

A second proposition, that training in the form of short courses or university classes in supervision and effective teaching be required of all supervising teachers, was not viewed as favorably: 47% of principals, 64% of supervising teachers, 51% of interns, and 31% of beginning teachers agreed with the proposition, whereas 37%, 26%, 27% and 31% disagreed.

Several comments and suggestions were added:

> P: Required training of supervising teachers "could be totally unworkable."
>
> P: Alberta Education should provide the money for training supervising teachers.

P/3ST: Short courses are adequate; we don't need university courses.

ST: Even though I would be ineligible, required training of supervising teachers "would give more credence to the program."

3ST: I would have liked some training.

ST: Training in supervision is worth aiming for in the long run.

ST: A course in effective teaching should be required of all supervising teachers.

3I: Required training of supervising teachers may be a disincentive.

I: The crux is that the training of supervising teachers has been neglected.

I: Supervising teachers do not need training if the competent are picked.

I: Supervising teachers need more specific guidelines (and better guidelines).

I: The effective teaching program is essential for all supervising teachers.

I: Some supervising teachers are unsure of their role.

I: A lot of supervising teachers don't know what's going on.

BT: University training of supervising teachers would provide an excellent link between school systems and the universities.

Selection (Table 3.19). All four respondent groups clearly identified the principal as the individual who should be most involved in selection of supervising teachers. Using a 5-point scale from 1 ("not at all") to 5 ("to a large extent"), the means for involvement of the principal were as follows: principals 4.93, supervising teachers 4.78, interns 4.58, and beginning teachers 4.69. Generally, the respondents had teachers in the school and the superintendent of schools as having the next greatest involvement; this order of mean levels of support was obtained--principals (2.91 in favor of teachers and 2.93 for the superintendent), supervising teachers (3.18 and 2.90), interns (3.36 and 2.98) and beginning teachers (3.50 and 3.00). Substantially lower means were usually found for the

Table 3.19

Preferences about Extent of Involvement of Individuals or Organizations in Selection of Supervising Teachers (Interviews in Schools)

Individual/ Organization	Principals (n = 43) Mean	Supervising Teachers (n = 72) Mean	Interns (n = 55) Mean	Beginning Teachers (Former Interns) (n = 16) Mean
1. Principal	4.93	4.78	4.58	4.69
2. Teachers in the school	2.91	3.18	3.36	3.50
3. Superintendent (or designate)	2.93	2.90	2.98	3.00
4. Alberta Regional Office of Education	1.48	1.69	2.04	1.44
5. Alberta Teachers' Association	1.35	1.55	1.93	1.50
6. Universities	1.93	2.27	1.93	2.63
7. Alberta School Trustees' Association	1.16	1.36	1.48	1.44

The scale used was 1 "Not at all" to 5 "To a large extent."

extent of this involvement by Regional Offices, the ATA, the universities and the ASTA; these ranged from 1.16 to 2.63 on the 5-point scale. Only three comment were forthcoming on this question:

> ST: Communication between universities and the schools is very important in selection of supervising teachers.
>
> I: Involving Regional Office staff in selection could ensure that supervising teachers are properly qualified.
>
> I: Interns should be involved in selecting their supervising teachers.

Value of Internship (Table 3.20)

Respondents were asked to "rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher" on a scale from 1 ("no value") to 10 ("highly valuable"). These means were obtained: principals 9.07, supervising teachers 9.03, interns 8.07, and beginning teachers 8.13. A response of 10 was the most common response for principals (44% chose 10), supervising teachers (47%) and interns (29%, with another 25% choosing 9). The most common rating selected by beginning teachers was 8; 44% choosing this value. At least 2% of respondents in each category assigned ratings of 5 or lower, with 9% of interns choosing either 2 or 3. The distributions clearly show that the internship was generally rated very highly by all respondent groups but that some experiences were seen as less than desirable. Many comments were made, the majority of which were about the value of the internship program. These comments are presented first, followed by remarks about problems, guidelines, and other general matters.

Value to interns. The following general comments were provided:

> P: Invaluable.
>
> P: I hope that the internship program continues and becomes part of overall teacher preparation.
>
> P: Tremendously valuable.
>
> P: Very valuable. Last year's two interns gained a great deal of insight into teaching.
>
> P: It's the best thing we've done.

Table 3.20

Perceptions about the Value of Internship as a Means of Facilitating the Transition from Student to Professional Teacher (Interviews in Schools)

Value	Principals (n = 43) %	Supervising Teachers (n = 72) %	Interns (n = 55) %	Beginning Teachers (Formerly Interns) (n = 16) %
10 Highly Valuable	44	47	29	19
9	33	25	25	19
8	12	15	15	44
7	5	6	13	--
6	2	--	7	13
5	2	3	--	6
4	--	1	--	--
3	--	--	5	--
2	--	--	4	--
1 No Value	--	--	--	--
Unable to judge, or no response	2	--	2	--
Mean	9.07	9.03	8.07	8.13

P: I hope that we don't lose it because of Provincial cutbacks.

P: Would like another intern next year.

P: A good program which will help starting teachers to become more effective.

P: All who have used the internship program have benefited from it.

P: I'd like to see it continue.

P: I think it's an excellent program. The opportunity to work with a highly trained teacher is invaluable.

ST: Last year's intern learned an incredible amount.

ST: A positive experience.

ST: The degree does not make a teacher.

ST: I'd love to have another intern next year.

ST: It's a great way for them to cut their teeth.

ST: Excellent program!

ST: I would highly recommend continuation of the internship.

ST: Being "taken under the wing" is a nice buffer for the intern.

ST: This is an excellent way for young new teachers to break into the teaching profession.

ST: I think it is an excellent program. It does the job so much better than student teaching.

ST: Wonderful program!

ST: I'm very much in favor of the program.

ST: Personally, I have the highest regard for this endeavor.

ST: It would be unfair and unfortunate to abandon it now, just when the kinks are being worked out.

ST: I hope that the internship program will continue. It is much easier to become a better teacher faster if you have the internship opportunity.

I: The internship is an excellent program for transition from practicum to a full-time teaching position.

I: An excellent experience. I found that the university did not prepare me for many of the skills I need, e.g., supervision of students and classroom management.

I: It is a good learning experience.

I: It certainly is an incredible learning experience. It should be incorporated into teacher training.

I: It is very valuable, but I don't know whether teaching full time wouldn't do as much for me.

I: I'm enjoying my experience. I'm being given responsibility and support in what I'm doing. I know where my back-up people are if I need them.

I: The internship is worth 200 of those B.Ed. courses.

I: I was initially against the internship, but now I think it is valuable.

I: It's personally really valuable.

I: The internship is a real experience: the practicum is a survival experience.

BT: It was great for me. Just super!

BT: A really good experience.

BT: Valuable experience.

Further remarks were made about the value for interns of specific aspects of the internship:

P/3I: Professional development programs are very valuable.

3I: Interns can learn practical classroom skills.

ST: Intern can see the day-to-day grinding hard work that is the teacher's job; can see the student motivational and behavioral problems over a long period of time.

P/2ST/I: Intern is exposed to different teaching styles and methods and can try out ideas and develop successful methods/styles.

ST: Intern has an opportunity to develop and refine conferencing skills.

3P/ST: Interns teach their own classes; the practicum does not allow this. Interns have the full spectrum of responsibility and experience many facets of learning.

ST: The intern develops associations which can provide a useful future support system.

ST/2I: Interns have a chance to see and understand how the school works as a "whole."

I: It gives me confidence.

I: It is a great help in acquiring learning materials.

P: The internship results in a great advantage when seeking employment.

P: The program allows for flexibility and time for reflection.

P: The program has a tremendous impact on heightening the awareness of central office staff, parents, etc., as to what constitutes the formation of good teachers.

P: It has great potential for working with universities to lessen the gap through creative, cooperative activities in professional development, selection, requalifying, etc.

Several interviewees commented that an internship allows for selection of better teachers. Two supervising teachers and one intern mentioned that the internship program would help to eliminate poor teachers before they are hired. Three principals, four supervising teachers and two interns spoke of the opportunity provided for interns to "self-select" themselves out of teaching.

One intern who gave the value of the internship program a low rating did so because of a perception that it essentially provides "cheap labor."

Three supervising teachers related the internship to their own experiences:

ST: I just wish that the internship had been in vogue when I became a teacher. It was horrendous! I was preparing six different high school subjects!

ST: I wish it had been in effect when I graduated.

ST: Would have loved to have had the internship experience myself.

Others related the internship to the experience of beginning teachers:

P: The beginning teacher we have who was an intern last year moved right away into teaching. She knew what was wanted for the children and how to go about it.

P: The beginning teacher experience is overwhelming.

P: The internship allows for more professional growth than does beginning teaching.

2ST: The support for interns can reduce stress and be better for school students than is the usual practice with beginning teachers.

ST: I think that the beginning teachers who go directly into the schools have far too much work and too much pressure.

I: The transition for interns is no better than that of beginning teachers; they learn the same things.

BT: The first month of first-year teaching was much busier than the internship, but my internship made it less stressful.

Value to supervising teachers. Many supervising teachers commented on the additional value of the internship program to themselves and one intern made this point. Three aspects were emphasized: (1) supervising teachers learn what it's like to work with other teachers; (2) supervising teachers are stimulated and rejuvenated; (3) supervising teachers change their approaches and perspectives; (4) supervising teachers "articulate their programs much more clearly"; (5) supervising teachers become more reflective; and (6) supervising teachers received "a shot in the arm" by being recognized and "valued again."

Value to schools. Several also spoke about the value of interns for their schools.

4P: The addition of a younger teacher makes for better age-group contact.

P/ST: The program is of benefit to the school.

P/ST: It is of great value to the students.

P/ST: It provides flexibility for small group instruction.

P/ST: It works excellently in a split-class arrangement.

2P/ST: It adds new ideas to our school.

P: Service obtained from the intern is well worth the cost to each school.

P: We were able to offer a French program because of the intern's qualifications.

2P: More interaction occurred among teachers because of the presence of the intern.

P: Discussion of teaching at our school has shifted towards philosophical and academic levels.

ST: Our extracurricular activities have really benefited.

Problems

Many operational problems with the internship were identified during the in-school interviews. Although these were more the focus of the July 1986 report on in-school evaluation, mention of the problems raised in this phase was deemed to be valuable.

Guidelines. Principals, supervising teachers and interns expressed concern about various aspects of the existing Provincial Guidelines. The following comments are indicative:

P: Why impose unnecessary guidelines?

P: Legal responsibilities should be clarified.

2ST: Guidelines have to be flexible.

ST: Greater specificity is needed concerning interns' assignments and performance.

3I: The Guidelines are not followed.

Hiring. Four principals, one supervising teacher and six interns talked of problems relating to post-internship employment, especially owing to the need for interns to put up with low salary and several other "hardships" during the internship. One intern perceived that asking for recommendations for employment elsewhere presents difficulties. Others saw problems in the competition among interns and recent B.Ed. graduates to obtain jobs.

Misuse and differing perceptions of the status of interns. A number of statements by interviewees addressed this general problem area.

2ST: There is not enough awareness that the intern is a "degreed" teacher.

ST: We need to guard against abuses of interns; they are not teachers' aides.

ST: Each school seems to do its own thing.

ST: Pupils and parents "know who's boss"; they go to the supervising teacher rather than the intern.

I: My assignment is in an area for which I am not qualified and in which I shall not teach.

2I: Some interns are teaching almost full time with little supervision. How do interns know if they have a real internship situation? Being critical could hinder their chances of employment.

I: My load is very heavy: I teach too many subjects in too many grades.

I: It's difficult; I am a teacher but not a teacher.

I: Interns don't have the same respect as teachers have. It's a very demeaning job.

I: You don't see all of the classroom tasks if you don't have your own class.

Attitudes of supervising teachers. One principal, one supervising teacher and two interns observed that supervising teachers are reluctant to "let go" of the classes that they teach, so the interns are never really in charge. A supervising teacher confessed that "One problem is that I'm bored--I'm detached. I don't get enough contact with the kids. That's why I'm teaching." However, some noted that prudent use of team teaching can overcome these problems.

Other problems. Several other problems were also identified in the interviews.

ST/I/BT: The internship program should be promoted in the community; its benefits and rationale and the role of interns need to be better understood.

P: Interns should not be counted as part of the staffing establishment when teacher-pupil ratios are calculated.

P/ST: The differences between city and rural internship programs must be recognized, and more financial assistance needs to be provided in rural areas.

ST/I: Substitutes should be provided when interns are away, to demonstrate the nature of intern's responsibility.

P: Some people are concerned that students' performance on the Grades 3 and 6 Provincial Achievement Tests could be affected if they are taught by interns.

ST: Supervising teachers must be involved in hiring interns.

P: The profession has a responsibility to help train new professionals, but this is not widely accepted.

Detailed Comments of Beginning Teachers

The beginning teachers, all of whom had been interns in 1985-86, were invited to describe and assess their internship experiences. Six of their detailed comments--some verbatim and some paraphrased--show a variety of experiences and reactions; they are presented in full, on account of their importance for this evaluation. (Some parts of their statements have been deleted to preserve confidentiality.)

BT1

> My experience as an intern was an excellent one! I have only positive comments to make about my individual program. I interned with superb teachers. Throughout the year I was responsible for ________ and a ________ program. As the year progressed, I became more involved in various other subjects and in extracurricular activities. Having the responsibility for a specific subject year-round gave me the opportunity to plan yearly (which we did not do in

practicums) as well as weekly and daily planning. I accumulated a number of excellent ideas and resources from my colleagues. If a beginning teacher could be involved in a program as broad and fulfilling as the one I participated in, I would highly recommend it to them!

BT2

When I was going through the internship I did not feel that positive about it. I was in a position where I was teaching about 90% right from day one with no help from the supervising teacher. I was upset about the situation. I spoke to the central office supervisor--who was sympathetic--there wasn't a lot ________ could do. Nobody wanted to make waves. Now when I look back at it, it was a good experience. I was considered part of the staff--not as an intern. Relationships with students were great. It was a trial and error experience. It was a first-year teaching experience for me.

BT3

I was in complete control of the classroom right from the start--they were my classes from the beginning. I taught a variety of subjects and had some throughout the year. I feel it was the only way I would have accepted it since I came out fully qualified. I had a good balance between freedom and cooperation. At the system level I feel there were and are some problems. For example, if the school hadn't been flexible and had stuck with the guidelines I would have been frustrated. The program assumes you are not qualified. As long as I'm qualified after the B.Ed. (without internship) then I should not be treated as though not qualified. "He's just like one of us,"--but I'm not "just like." I am one--an equal, fully qualified. I found this frustrating. I don't regret the decision. But it wasn't really voluntary in that I didn't have a real option. Although I was teaching virtually full-time (85%) I did not feel I was being taken advantage of. I feel it was an excellent educational experience for me.

BT4

The internship program provided me with the opportunity and experience to teach in most subject areas in both divisions one and two. As a first-year teacher one needs much guidance and help and both were provided in the program. The teachers I worked with were there to discuss and help me with long-range plans, short-range plans, unit plans, etc. Yet they both gave me full responsibilities (as a regular classroom teacher). Not only did I teach and plan for the areas I was responsible for, but I was also responsible for evaluations, report cards, and parent-teacher interviews. Having a full-time teaching position this year allows me to justly say that as an intern I worked full-time with all the responsibilities of a regular teacher except for filling out the register. Thus I did get the full picture of what being a full-time, regular teacher really involves. I didn't feel like there was a transition in my case like the internship program should provide. I really felt pressured for time, having full responsibilities for many classes, some of which changed every few months. The intern program was really advantageous, but I think it should provide the transition from university student to full-time teacher it was meant to provide.

BT5

My internship was a very valuable experience. I had quite a bit of observation, and would have preferred more teaching. My duties were well outlined. I had several comprehensive assessments. I was also able to contribute in the evaluation processes by evaluating my experiences and the work of the supervising teacher and administrators. We worked well as a team. They treated me as one of the teachers. I liked the teaching part most but found the opportunities to discuss ideas with the teachers with whom I worked useful. I was able to observe how teachers handled situations differently and had the time to test their ideas and mine. The year permitted me to develop my own teaching style. The open communication was very useful to me and, I think, to the staff. The fact that I was hired to teach in the school where I had the internship suggests that things went well.

BT6

I told the principal that I didn't want to be used as a student teacher. He listened and I got what I wanted. At the beginning I was half teaching and half observing. At the beginning I did not get any feedback. Then I started filling in teacher prep time. I also substituted for teachers on occasion (10 times a year). I was only evaluated by the principal in the spring. He came to see me three times. There was a big debate whether or not teachers would be in my classroom. In prep time they couldn't. I got very little evaluation and feedback. In some subjects I did a whole-year plan. In some classes I was in for units

> only. I taught because nobody else wanted it. I also taught resource room for the whole year with pupils who were disruptive in their regular classrooms. I also taught many other subjects and helped with Phys. Ed. I was very frustrated at the beginning because I was loaded with assignments. The kids did not see me as a teacher. Teachers were overruling me in front of students. I could not get feedback from students or teachers. Sometimes I had to fill in for absent teachers. I seldom observed other teachers, and found this not too useful. By January I enjoyed it. The kids were used to me, and I was able to use my own ideas. I received a great evaluation, but I did not get a job with the system which I had expected.

Conclusions

A considerable amount of information was obtained from the 43 principals, 72 supervising teachers, 55 interns and 16 beginning teachers who were interviewed in 43 schools throughout Alberta. The conclusions presented below summarize only the major findings.

1. The internship was very favorably regarded by all four groups--most highly by the principals and supervising teachers. They did not want it to be discontinued.

2. Principals, supervising teachers and interns preferred continuation of the current optional post-B.Ed internship over all other internship alternatives. Principals and supervising teachers also showed strong support for a compulsory post-B.Ed. internship and somewhat less support for an optional B.Ed. internship. Supervising teachers also supported a compulsory B.Ed. internship. The beginning teachers expressed most support for compulsory B.Ed. internship and next most for compulsory post-B.Ed. internship.

3. Assignment of beginning teachers to highly competent supervising teachers was generally viewed with favor, with principals being the least supportive of this proposal.

4. Reduction of beginning teachers' teaching loads was slightly favored by all groups, except the beginning teachers, who tended to disagree with this proposition.

5. No group favored the award of permanent certification immediately following internship. Supervising teachers, interns and beginning teachers generally favored one additional year of teaching. Principals tended to support two additional years, although one additional year had some proponents among the principals, as did the

two-year proposal among supervising teachers.

6. All groups generally agreed with paying interns 75% of the beginning teacher salary.

7. Opinions of the four groups were almost equally divided over whether interns should receive partial or full salary credit for their internship experience. Little support was forthcoming for the current position of no credit.

8. Formulation of internship policy and guidelines was seen to be a major responsibility of Alberta Education and, to a lesser extent, of school systems, with some involvement by the ATA, universities and the ASTA.

9. Administration of the internship was viewed as being a major responsibility of school systems. The ATA, universities and Alberta Education were seen to have some involvement, but the ASTA would be little involved.

10. A full year of internship was universally favored, although beginning teachers and interns showed some support for half a year.

11. An increase in the intern's teaching load during the year was favored. Many considered that close to a full load was desirable near the end of the school year. However, some interviewees proposed that Provincial Guidelines were not needed on this matter and that the percentages should be heavily influenced by local circumstances.

12. Substantial support was advanced for Provincial Guideline specification of the following activities for interns:

(a) observation, analysis and discussion of teaching at different grade levels and in different subject areas;

(b) teaching at different grade levels and in different subject areas;

(c) teaching the same class or classes for several months;

(d) organization of extracurricular activities;

(e) professional development activities at the system and/or Provincial levels, as well as at the school level;

(f) interviews with parents about progress of students;

(g) field trips;

(h) school committee meetings; and

(i) interaction with other interns in formal workshops focusing on the internship.

Somewhat less support was noted for Provincial Guidelines about (a) observation of the work of school administrators, counsellors and support staff, and (b) ATA teacher induction activities. Opinions were about equally divided about the desirability of a Provincial Guideline concerning interns assisting in libraries or resource rooms.

13. Principals and supervising teachers supported the idea that interns should be directly accountable to principals; interns and beginning teachers also supported this, although higher percentages disapproved of this strategy.

14. Opinions of all four groups were about equally divided between the two approaches of (a) one supervising teacher per intern and (b) two to four supervising teachers per intern.

15. There was nearly unanimous agreement that Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance.

16. Supervising teachers, interns and beginning teachers strongly supported the view that Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta; principals were less supportive in this regard.

17. All four groups saw formal evaluation of interns as a shared responsibility of principals and supervising teachers, although the principals who were interviewed generally perceived that they had the final authority for this function.

18. A high level of support was obtained from all four groups for the proposals that Provincial Guidelines specify minimum academic qualifications and minimum competency criteria for supervising teachers.

19. Approximately equal percentages agreed and disagreed with the proposal that Provincial Guidelines specify that supervising teachers be given reduced teaching loads. Several observed that interns actually provided such reductions.

20. Most supported the view that Provincial Guidelines should specify that school systems be responsible for

providing supervisory training for supervising teachers, but they were less in favor of all supervising teachers being required to take short courses or university classes in supervision and effective teaching.

21. Selection of supervising teachers was seen as a function primarily of the principal and secondarily of teachers and the superintendent (or designate).

22. The internship program was thought to have considerable valuable for interns, supervising teachers, schools and students. Some problem areas persisted into the second year of its operation, but the overwhelming reaction was particularly positive.

APPENDIX A

EVALUATION OF THE INITIATION TO TEACHING (INTERNSHIP) PROJECT INTERVIEW GUIDE

EVALUATION OF THE INITIATION TO TEACHING (INTERNSHIP) PROJECT

INTERVIEW GUIDE

Preamble

The purpose of this interview is to obtain your opinions about various aspects of the current Alberta Teacher Internship Program. As you know, one purpose of this Internship Program is to facilitate the transition from university student to professional teacher.

In this interview, we will be focussing upon various policy options, as well as Provincial Guidelines and practices.

Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed, but the source of individual opinions will not be identified. We also wish to assure you that we are evaluating the Internship Program and not individual Interns, Beginning Teachers, or staff associated with them.

October-November 1986

INTERVIEW GUIDE

FUTURE OF INTERNSHIP

Using the five-point scale provided, please rate each of the following policy alternatives concerning the preparation of beginning Elementary teachers (including ECS and beginning Secondary teachers in Alberta. Circle the appropriate number. (Answer both parts for each item.)

1 = Strongly Disagree (SD) 5 = Strongly Agree (SA) 0 = Can't tell

Alternatives		SD				SA	Can't tell	Offic Use Only (1-35
1. Continue the optional (voluntary) Internship Program following either the B.Ed. or B.Ed. After Degree programs as in 1985-86 and 1986-87.	For elementary teachers	1	2	3	4	5	0	36
	For secondary teachers	1	2	3	4	5	0	37
2. Introduce a compulsory Internship Program for Beginning Teachers to follow either the B.Ed. or B.Ed. After Degree programs.	For elementary teachers	1	2	3	4	5	0	38
	For secondary teachers	1	2	3	4	5	0	39
3. Introduce an optional internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5	0	40
	For secondary teachers	1	2	3	4	5	0	41
4. Introduce a compulsory internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5	0	42
	For secondary teachers	1	2	3	4	5	0	43
5. Introduce provincial regulations requiring that each Beginning Teacher be assigned to a highly competent Teacher Supervisor.	For elementary teachers	1	2	3	4	5	0	44
	For secondary teachers	1	2	3	4	5	0	45
6. Introduce provincial regulations requiring that each Beginning Teacher be given a reduced teaching load.	For elementary teachers	1	2	3	4	5	0	46
	For secondary teachers	1	2	3	4	5	0	47
7. Discontinue the current optional Teacher Internship Program and revert to the 1984-85 situation.	For elementary teachers	1	2	3	4	5	0	48
	For secondary teachers	1	2	3	4	5	0	49

CERTIFICATION

If a Teacher Internship Program were to continue, please indicate your extent of agreement with each of the following possible routes for Permanent Certification.

Teacher Interns should be eligible for Permanent Certification following:	SD				SA	Can't tell	Office Use Only
1. Satisfactory completion of the Internship.	1	2	3	4	5	0	50
2. One year of satisfactory teaching following the Internship.	1	2	3	4	5	0	51
3. Two years of satisfactory teaching following the Internship.	1	2	3	4	5	0	52

SALARY AND SALARY CREDIT

If a Teacher Internship Program were to continue, and assuming a reduced teaching load and reduced responsibilities for Teacher Interns (when compared with regular full-time teachers), which response do you favor for each of these two questions?

		Office Use Only
1. Approximately what percentage of a Beginning Teacher's salary should a Teacher Intern receive?	1. ____ 25% 2. ____ 50% 3. ____ 75% 4. ____ 100%	53
2. To what extent should the Teacher Internship experience count for credit on the teacher salary grid?	1. ____ Not at all 2. ____ Partial credit 3. ____ Full credit	54

ADMINISTRATION OF THE TEACHER INTERNSHIP PROGRAM

If a Teacher Internship Program were to continue, to what extent should each of the following be responsible for establishing the policy and guidelines for the Internship Program? Use one check mark for each item below.

Organization(s)	1. Have major Responsibility	2. Some Involvement (e.g., giving advice)	3. Not Directly Involved	Office Use Only
1. Alberta Education	___	___	___	55
2. Alberta School Trustees' Association	___	___	___	56
3. Alberta Teachers' Association	___	___	___	57
4. Universities	___	___	___	58
5. School Systems	___	___	___	59

If a Teacher Internship Program were to continue, to what extent should each of the following be responsible for administering the program (e.g., program plans, recruitment, selection, placement, professional development, monitoring, evaluation, remediation of interns)? Use one check mark for each item below.

Organization(s)	Have major Responsibility	Some Involvement (e.g., giving advice)	Not Directly Involved	Office Use Only
1. Alberta Education	___	___	___	60
2. Alberta School Trustees' Association	___	___	___	61
3. Alberta Teachers' Association	___	___	___	62
4. Universities	___	___	___	63
5. School Systems	___	___	___	64

Office Use Only

LENGTH OF THE TEACHER INTERNSHIP

If a Teacher Internship Program were to continue, what should be the length of the Teacher Internship?	1. ___ quarter year 2. ___ half year 3. ___ full year 4. ___ more than one year 5. ___ other (specify) ____________________	65

TEACHING LOAD

If a Teacher Internship Program were to continue, what Provincial Guidelines would you recommend concerning teaching load for Interns compared with the teaching load of a full-time teacher?

		Office Use Only
1. At the beginning of the Internship period?	1. ___ less than 20% 2. ___ 20% to 39% 3. ___ 40% to 59% 4. ___ 60% to 79% 5. ___ 80% and over 6. ___ no Provincial Guidelines needed	66
2. About mid-way through the Internship?	1. ___ less than 20% 2. ___ 20% to 39% 3. ___ 40% to 59% 4. ___ 60% to 79% 5. ___ 80% and over 6. ___ no Provincial Guidelines needed	67
3. Approaching the end of the Internship?	1. ___ less than 20% 2. ___ 20% to 39% 3. ___ 40% to 59% 4. ___ 60% to 79% 5. ___ 80% and over 6. ___ no Provincial Guidelines needed	68

INTERN ACTIVITIES

If a Teacher Internship Program were to continue, should Provincial Guidelines specify that the Teacher Intern participate in each of the following activities?

	Activities	SD				SA	Can't Tell	Office Use Only
1.	Observation, analysis and discussion of teaching at different grade levels.	1	2	3	4	5	0	69
2.	Observation, analysis and discussion of teaching in different subject areas.	1	2	3	4	5	0	70
3.	Teaching at different grade levels.	1	2	3	4	5	0	71
4.	Teaching in different subject areas.	1	2	3	4	5	0	72
5.	Teaching the same class or classes for a period of several months.	1	2	3	4	5	0	73
6.	Organization of extra-curricular activities.	1	2	3	4	5	0	74
7.	Professional development activities at the system and/or provincial level.	1	2	3	4	5	0	75
8.	In-school professional development activities.	1	2	3	4	5	0	76
9.	Interviews with parents about progress of students.	1	2	3	4	5	0	77
10.	Field trips.	1	2	3	4	5	0	78
11.	School committee meetings.	1	2	3	4	5	0	79
12.	Observation of the work of school administrators, counsellors, support staff.	1	2	3	4	5	0	80
13.	Assistance in the library or resource room.	1	2	3	4	5	0	81
14.	ATA teacher induction activities.	1	2	3	4	5	0	82
15.	Interacting with other Teacher Interns in formal workshops focusing on the Internship.	1	2	3	4	5	0	83

SUPERVISION OF TEACHER INTERNS

If a Teacher Internship Program were to continue, should Provincial Guidelines specify that each Teacher Intern:

	SD				SA	Can't Tell	Office Use Only
1. Be directly accountable to the Principal or Head Teacher of the school to which the Intern is assigned?	1	2	3	4	5	0	84
2. Work with one Teacher Supervisor for the duration of the Internship (even though other teachers may be involved with the Intern)?	1	2	3	4	5	0	85
3. Work with at least two and not more than four Teacher Supervisors during the Internship?	1	2	3	4	5	0	86

FEEDBACK AND EVALUATION

Assuming that a Teacher Internship Program were to continue, please indicate your opinions on these matters.

	Option	SD				SA	Can't Tell	Office Use Only
1.	Provincial Guidelines should specify that feedback be provided to Teacher Interns along with discussions on how to improve performance.	1	2	3	4	5	0	87
2.	Provincial Guidelines should specify a standard set of criteria for evaluating Teacher Interns throughout Alberta.	1	2	3	4	5	0	88
3.	Provincial Guidelines should specify that supervisors of Teacher Interns be given a reduced teaching load because of their supervisory responsibilities.	1	2	3	4	5	0	89

4. To what extent should each of the following be involved in the formal (written) evaluation of Teacher Interns?

	Evaluator	Not at All				To a Large Extent	Can't Tell	
a.	Principal or other in-school administrator	1	2	3	4	5	0	90
b.	Teacher Supervisor(s)	1	2	3	4	5	0	91
c.	Central Office Supervisor(s)	1	2	3	4	5	0	92
d.	Superintendent (or designate)	1	2	3	4	5	0	93

5. Who should have the final authority for the formal (written) evaluation of Teacher Interns? (Check one only.) 94

1. ___ Principal or other in-school administrator
2. ___ Teacher Supervisor(s)
3. ___ Central Office Supervisor(s)
4. ___ Superintendent
5. ___ Other (please specify)

____

SELECTION AND TRAINING OF TEACHER SUPERVISORS

Assuming that a Teacher Internship Program were to continue, please indicate your opinions on these matters.

	Options	SD				SA	Can't Tell	Office Use Only
1.	Provincial Guidelines should specify minimum academic qualifications for Teacher Supervisors (such as the possession of a four-year B.Ed. degree or equivalent).	1	2	3	4	5	0	95
2.	Provincial Guidelines should specify minimum competency criteria for Teacher Supervisors (such as the possession of a Permanent Teaching Certificate and at least three years of successful teaching in Alberta).	1	2	3	4	5	0	96
3.	School systems should be responsible for providing supervisory training for Teacher Supervisors.	1	2	3	4	5	0	97
4.	Training in the form of short courses or university classes in supervision and effective teaching should be required of all Teacher Supervisors who supervise Teacher Interns.	1	2	3	4	5	0	98
5.	Indicate the extent to which each of the following should be involved in the selection of Teacher Supervisors:	Not at All				To a Large Extent	Can't Tell	
	a. Principal	1	2	3	4	5	0	99
	b. Teachers in the school	1	2	3	4	5	0	100
	c. Superintendent (or designate)	1	2	3	4	5	0	101
	d. Alberta Regional Offices of Education	1	2	3	4	5	0	102
	e. Alberta Teachers' Association	1	2	3	4	5	0	103
	f. Universities	1	2	3	4	5	0	104
	g. Alberta School Trustees' Association	1	2	3	4	5	0	105

OVERALL VALUE OF THE ALBERTA TEACHER INTERNSHIP

On the ten-point scale given below, please rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher.

											Office Use Only
Unable to Judge	No Value									Highly Valuable	
0	1	2	3	4	5	6	7	8	9	10	106

COMMENTS

APPENDIX B

COVER PAGE OF INTERVIEW GUIDE FOR BEGINNING TEACHERS

EVALUATION OF THE INITIATION TO TEACHING (INTERNSHIP) PROJECT

INTERVIEW GUIDE

BEGINNING TEACHERS WHO WERE INTERNS IN 1985-86

Preamble

The purpose of this interview is to obtain your opinions about various aspects of the current Alberta Teacher Internship Program. As you know, one purpose of this Internship Program is to facilitate the transition from university student to professional teacher.

In this interview, we will be focussing upon your experience last year and upon various policy options, as well as Provincial Guidelines and practices.

Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed, but the source of individual opinions will not be identified. We also wish to assure you that we are evaluating the Internship Program and not individual Interns, Beginning Teachers, or staff associated with them.

Assessment

Please describe and assess your 1985-86 experience as a Teacher Intern.

October-November 1986

APPENDIX C

COVERING LETTER TO PRINCIPALS--E. W. RATSOY

29 October 1986

Further to Dr. Bosetti's letter (attached), I wish to provide some details about the interviews relevant to our evaluation of the Alberta Internship Program. These interviews will be conducted in your school in November 1986 by one of the professors named below.

I would like to suggest that he/she spends about 30-45 minutes with you, and about the same period of time with one or two Supervising Teachers who have directly worked with your Intern, your Intern, and the Beginning Teacher who was an Intern in 1985-86, if any, as identified below. The interviewer will be telephoning you directly to set up an actual date and times.

We look forward to the opportunity to obtain your views and those of your staff about this new initiative in education in Alberta. I wish to reiterate Dr. Bosetti's comments about the importance of your input in the evaluation process.

Yours sincerely,

Eugene W. Ratsoy
Professor

p.c. Superintendents of Schools

Intern(s):

Beginning Teacher(s):

University of Alberta:	Professors D. Friesen, E. Holdaway, R. Levasseur-Ouimet, E. Ratsoy & C. Tardif
University of Calgary:	Professors A. Boberg, F. Johnson & W. Unruh
University of Lethbridge:	Professors M. Greene & F. Sovka

APPENDIX D

COVERING LETTER TO PRINCIPALS--R. A. BOSETTI

Alberta
EDUCATION

Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2

October 23, 1986

To: Principals of Schools Selected to Participate
in the Initiation to Teaching Project Evaluation

As you are probably aware, the Initiation to Teaching Project in Alberta is being evaluated for Alberta Education by a research team of 12 professors from the Universities of Alberta, Calgary and Lethbridge. Dr. Eugene Ratsoy of the University of Alberta is Project Director. The purpose of the evaluation is to assess the effectiveness of an internship program in the preparation of beginning teachers.

The comprehensive evaluation process includes collection of data from the following sources: classroom observation; examination of the daily logs of interns and beginning teachers; questionnaires to be completed by superintendents, principals, supervising teachers, interns, and beginning teachers; interviews with the same groups; interviews with people in government departments, the Alberta Teachers' Association, the Alberta School Trustees' Association, the Alberta Catholic School Trustees' Association, the Conference of Alberta School Superintendents, and the Alberta Federation of Home and School Associations; and interviews and questionnaires involving staff and students in the Faculties of Education.

Your school has been selected as one of 40 schools in which interviews are to be conducted to obtain opinions about the Initiation to Teaching Project. Interviews will be conducted with yourself, your supervising teachers, and your intern(s). At the same time, any beginning teachers who were interns in 1985-86 and who are in your school may be interviewed as well.

I am writing to request your cooperation in the evaluation study. Your opinions are vital to our assessment of the Initiation to Teaching Project.

Sincerely,

Reno A. Bosetti
Deputy Minister

cc: Superintendents

APPENDIX E

TABLES 3.5a, 3.6a, 3.13a, 3.14a, 3.15a and 3.18a

Table 3.5a

Extent of Agreement with Policy Alternatives
(Interviews in Schools)

Alternative		Principals (n = 43)						Supervising Teachers (n = 72)						Interns (n = 55)						Beginning Teachers (Former Interns) (n = 16)					
		SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT
1. Continue optional post-B.Ed. internship	E	12	9	14	12	37	16	11	6	18	17	35	14	13	9	11	35	16	16	19	25	13	13	19	13
	S	9	9	14	14	44	9	10	6	18	18	36	13	15	13	13	36	18	5	19	19	6	19	19	19
2. Introduce compulsory post-B.Ed. internship	E	19	9	16	9	33	14	15	13	14	19	25	14	16	20	7	18	22	16	19	19	6	19	25	13
	S	21	14	16	12	28	9	13	13	15	21	25	14	15	22	11	27	20	5	25	13	--	19	25	19
3. Introduce optional internship as part of the B.Ed. program	E	23	9	16	19	16	16	22	18	8	21	17	14	22	24	24	11	4	16	25	19	6	38	--	13
	S	19	7	21	26	16	12	19	24	7	19	17	14	24	25	25	11	9	5	31	19	13	19	--	19
4. Introduce compulsory internship as part of the B.Ed. program	E	26	12	14	5	26	19	18	10	10	21	26	15	16	18	9	16	22	18	6	13	13	19	38	13
	S	26	12	14	12	23	14	14	8	14	24	25	15	20	18	13	15	27	7	6	6	19	13	38	19
5. Assign beginning teachers to highly competent supervisors	E	16	9	12	14	33	16	1	3	17	22	42	15	7	5	13	27	31	16	6	6	19	6	50	13
	S	19	7	12	16	35	12	1	4	13	25	46	11	7	5	16	31	35	5	6	6	13	13	50	13
6. Reduce teaching load of beginning teachers	E	26	5	16	28	12	14	17	10	15	25	18	15	7	20	9	31	16	16	31	25	6	--	25	13
	S	28	5	19	28	12	9	15	10	17	28	19	11	9	22	11	35	18	5	25	25	6	6	31	6
7. Discontinue current internship program	E	72	12	--	2	--	14	69	14	7	1	--	8	42	20	11	5	5	16	56	13	6	6	--	19
	S	77	12	--	2	--	9	71	13	7	1	--	8	51	24	11	4	5	5	63	13	6	6	6	6

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.
E = Elementary; S = Secondary.

Table 3.6a

Extent of Agreement with Alternatives for Permanent Certification
(Interviews in Schools)

Alternative for Permanent Certification	Principals (n = 43)						Supervising Teachers (n = 72)						Interns (n = 55)						Beginning Teachers (Former Interns) (n = 16)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
1. Following satisfactory completion of internship	58	23	5	5	9	--	53	24	7	7	10	--	29	36	13	5	16	--	56	13	19	--	13	--
2. Following internship and one year of satisfactory teaching	21	14	26	5	33	2	7	10	15	14	54	--	5	4	7	11	73	--	--	6	6	--	88	--
3. Following internship and two years of satisfactory teaching	26	14	7	9	44	--	28	25	14	8	25	--	62	22	11	5	--	--	63	25	6	--	6	--

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 3.13a

Extent of Agreement with Activities in which Interns Should Participate
(Interviews in Schools)

	Principals (n = 43)						Supervising Teachers (n = 72)						Interns (n = 55)						Beginning Teachers (Former Interns) (n = 16)					
Activity	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
1. Observation, analysis and discussion of teaching at different grade levels	--	12	9	21	58	--	--	6	14	15	64	1	--	15	15	38	33	--	--	6	--	6	81	6
2. Observation, analysis and discussion of teaching in different subject areas	--	7	2	42	49	--	1	6	14	26	53	--	2	22	11	42	24	--	--	6	--	25	63	6
3. Teaching at different grade levels	--	9	7	21	63	--	1	7	14	25	51	1	2	7	11	33	47	--	--	--	13	19	63	6
4. Teaching in different subject areas	--	7	14	33	47	--	1	8	7	31	53	--	4	11	24	31	31	--	6	--	6	31	50	6
5. Teaching the same class or classes for a period of several months	--	2	9	23	65	--	--	3	7	19	71	--	--	--	7	15	78	--	--	6	13	13	69	--
6. Organization of extra-curricular activities	2	14	12	28	44	--	1	10	25	27	36	--	7	11	16	42	24	--	--	19	13	13	56	--
7. Professional development activities at the system and/or provincial level	2	2	2	21	72	--	1	3	13	25	58	--	--	5	5	27	62	--	--	--	6	13	81	--
8. In-school professional development activities	--	2	--	12	86	--	--	3	3	24	71	--	2	4	2	24	69	--	--	--	6	6	88	--
9. Interviews with parents about progress of students	--	5	2	23	70	--	--	3	3	22	72	--	2	2	7	16	73	--	--	--	--	19	81	--

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 3.13a (Continued)

Activity	Principals (n = 43)						Supervising Teachers (n = 72)						Interns (n = 55)						Beginning Teachers (Former Interns) (n = 16)					
	SD	D	N	A %	SA	CT	SD	D	N	A %	SA	CT	SD	D	N	A %	SA	CT	SD	D	N	A %	SA	CT
10. Field trips	--	7	14	23	56	--	--	7	13	29	51	--	4	4	11	25	56	--	--	--	6	19	75	--
11. School committee meetings	2	2	5	23	67	--	1	6	14	28	51	--	--	2	16	38	44	--	--	--	13	25	63	--
12. Observation of the work of school administrators, counsellors, support staff	5	5	12	44	33	2	3	3	26	25	42	1	5	25	25	27	16	--	--	19	25	19	38	--
13. Assistance in the library or resource room	12	14	37	23	14	--	8	18	38	13	21	3	11	35	25	20	9	--	--	31	38	6	25	--
14. ATA teacher induction activities	5	7	19	16	51	2	8	15	14	25	35	3	4	15	25	25	29	2	--	19	31	19	31	--
15. Interacting with other interns in formal workshops focusing on the internship	--	2	5	23	70	--	3	1	4	24	68	--	2	7	9	27	55	--	--	--	--	6	94	--

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 3.14a

Extent of Agreement with Approaches to Supervision of Interns
(Interviews in Schools)

Aspect of Supervision	Principals (n = 43)						Supervising Teachers (n = 72)						Interns (n = 55)						Beginning Teachers (Former Interns) (n = 16)					
	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT
1. Directly accountable to the principal	--	9	--	9	81	--	6	3	4	17	68	3	11	9	15	11	49	5	6	13	13	25	44	--
2. One supervising teacher	12	19	14	23	28	5	13	19	11	22	32	3	11	20	11	35	24	--	19	25	--	--	56	--
3. Two to four supervising teachers	14	14	9	23	37	2	10	10	22	17	40	1	18	11	15	24	33	--	6	19	13	25	38	--

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 3.15a

Extent of Agreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Interviews in Schools)

Possible Guideline	Principals (n = 43)						Supervising Teachers (n = 72)						Interns (n = 55)						Beginning Teachers (Former Interns) (n = 16)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	5	--	5	14	74	2	--	--	3	21	76	--	--	2	5	40	53	--	--	--	--	25	75	--
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	14	14	19	35	19	--	3	3	13	32	50	--	4	5	13	34	40	4	--	6	13	19	63	--

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 3.18a

Extent of Agreement with Possible Provincial Guidelines about Supervising Teachers
(Interviews in Schools)

Possible Guideline	Principals (n = 43)						Supervising Teachers (n = 72)						Interns (n = 55)						Beginning Teachers (Former Interns) (n = 16)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
1. Specification of minimum academic qualifications for supervising teachers	9	9	5	19	58	--	6	4	8	15	65	1	5	5	5	22	60	2	--	13	13	25	50	--
2. Specification of minimum competency criteria for supervising teachers	5	2	--	14	79	--	3	4	4	13	75	1	4	--	4	24	69	--	--	--	--	31	69	--
3. Specification that supervising teachers be given a reduced teaching load	30	21	7	19	21	2	14	28	15	19	24	--	22	18	18	31	11	--	38	13	19	25	6	--
4. School systems should be responsible for providing supervisory training for supervising teachers	5	5	5	44	40	2	3	3	10	38	46	1	2	11	13	25	49	--	6	13	19	19	44	--
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	21	16	14	26	21	2	11	15	10	28	36	--	5	22	22	36	15	--	13	19	38	6	25	--

CHAPTER 4

INTERVIEWS DURING CLASSROOM OBSERVATIONS

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INTERVIEWS DURING CLASSROOM OBSERVATIONS

Introduction

This chapter presents a review of the procedures used in collecting interview data during the observation aspect of Alberta's Initiation to Teaching (Internship) Project evaluation. It also documents the findings from those interviews.

In the Fall 1986, interviews were conducted with 48 beginning teachers and 97 second-year teachers without internship experience, and with 92 beginning teachers all of whom were former interns. The results from these interviews are presented under 13 major headings. The chapter concludes with a summary of this aspect of the study and a number of conclusions.

Methodology

To facilitate collection of the second set of classroom observations for the longitudinal study of interns and beginning teachers who had been observed in 1985-86, follow-up procedures were used early in the 1986-87 school term to locate as many of these individuals as possible. Of the 151 former interns in the 1985-86 Alberta sample, 96 who had teaching positions in the Province in the Fall of 1986 were located; 92 of these agreed to participate in the follow-up observations and interviews. Of the 120 beginning teachers in the 1985-86 sample, 102 were still teaching in the Province in 1986-87; 97 agreed to participate in the follow-up. In addition, for comparison purposes, a stratified random sample of 48 new beginning teachers who had had no internship experience were added to the 1986-87 observation-interview study.

Following one week of intensive training, observers visited schools during late October, November and early December 1986 to collect observational data on the classroom performance of the three samples of teachers. In this way, information on 26 research-based teaching strategies was collected. In addition, they conducted structured interviews and it is these to which the present chapter relates.

Interviews usually lasted for half an hour. The were based upon the interview schedule included in Appendix A. In a few instances, where time constraints did not permit interviews to be completed on site, respondents completed the interview schedules on their own and returned them by mail to the observers. Completed interview schedules were received for all teachers observed.

At the beginning of the interviews, respondents were assured of the confidentiality of their responses. Most of the questions were the same as those employed in other aspects of the 1986-87 evaluation study. In addition, the items shown in Appendix B were used with these three samples of teachers. Respondents were very frank, and were generally pleased to provide reactions to the various features of the internship addressed in the questions.

Open-ended question responses were coded and all responses were key-punched for computer analysis. The results of the analysis are presented in tables, and associated interpretations are recorded in the body of this chapter. To facilitate comparisons with other respondent groups, percentage frequency counts are used. Summary tables are included in the body of the report; Appendix C contains companion tables providing more detailed break-downs of selected information.

Results

Policy Alternatives Concerning the Future of the Internship and Provisions for Beginning Teachers

Each teacher was asked to rate the seven policy alternatives listed in Table 4.1 on a five-point scale extending from 1 "Strongly disagree" to 5 "Strongly agree"; a "Can't tell" response category was also available. To highlight these results, percentage responses for "Strongly disagree" (1) and "Disagree" (2) were combined to form a "Disagree" category, and "Strongly agree" (5) and "Agree" (4) were combined to form an "Agree" category. Table 4.1 summarizes the results. A detailed breakdown appears in Table 4.1a in Appendix C.

Although respondents were asked to rate the internship policy alternatives separately for Elementary and Secondary teachers, differences in ratings for each of the two levels were not large. For this reason, even though the results are presented separately in Table 4.1, the following discussion of results combines the two levels.

Future of the internship. With regard to the first four policy alternatives shown in Table 4.1, beginning teachers who had not experienced an internship expressed a slight preference for optional internship as part of the

Table 4.1

Percentages of Agreement and Disagreement with Policy Alternatives
(Interviews during Classroom Observations)

		Beginning Teachers (No Internship) (n = 48)		Beginning Teachers (Former Interns) (n = 92)		Second Year Teachers (No Internship) (n = 97)	
Alternative		Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Continue optional post-B.Ed. internship	E	33	32	17	60	24	36
	S	34	28	18	57	22	34
2. Introduce compulsory post-B.Ed. internship	E	61	10	33	42	53	19
	S	59	10	33	41	51	15
3. Introduce optional internship as part of the B.Ed. program	E	29	37	43	33	33	29
	S	27	27	45	32	32	23
4. Introduce compulsory internship as part of the B.Ed. program	E	52	18	34	45	47	28
	S	46	20	34	45	47	21
5. Assign beginning teachers to highly competent supervisors	E	28	50	18	60	13	60
	S	23	50	18	60	12	57
6. Reduce teaching load of beginning teachers	E	40	42	31	36	46	24
	S	40	38	28	38	42	24
7. Discontinue current internship program	E	36	18	75	8	54	12
	S	36	12	75	7	49	12

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree
E = Elementary; S = Secondary

B.Ed. program. Views about continuation of the optional post-B.Ed. internship were almost equally divided, and the alternatives of compulsory internship as part of the B.Ed. and compulsory internship following the B.Ed. both attracted more disagreement than agreement.

Beginning teachers who were former interns provided most support for the policy alternative calling for optional internship following the B.Ed., that is, for an approach akin to the one they experienced. The percentage of agreement outnumbered that of disagreement with this alternative in a ratio of 3 to 1. The two policy alternatives specifying a compulsory internship (2 and 4) received similar support from these respondents, with an agree-to-disagree ratio of 4 to 3. More former interns disagreed than agreed with an optional internship as part of the B.Ed. program, in a ratio of 4 to 3. Overall, beginning teachers in 1986-87 who had experienced the Alberta Initiation to Teaching (Internship) Project in 1985-86 favored a policy alternative that would continue to allow an optional post-B.Ed. internship. Their second preference was for a compulsory internship for teachers, either post-B.Ed. or as part of the B.Ed. program.

Second-year teachers who had not experienced an internship also tended to support continuation of the optional post-B.Ed. internship. Alternatives 2, 3 and 4 received more disagreement than agreement by this respondent category, with a compulsory post-B.Ed. internship being the least favored policy alternative.

When combined, the three samples of teachers provided somewhat more support for continuation of the optional post-B.Ed. internship than for any other alternative; this support was particularly high among former interns. The former interns also supported a compulsory form of internship, either post-B.Ed., or as part of the B.Ed. The two groups of teachers who had not experienced an internship provided about as much support for as against an optional internship as part of the B.Ed. and expressed least favor for the two policy alternatives involving compulsory internship.

A most important finding relates to policy alternative 7, concerning possible discontinuation of the current teacher internship program. These three categories of respondents voted overwhelmingly not to discontinue the current internship program. Among former interns, support was in a ratio of less than 1 to 9; among second year teachers with no internship experience it was less than 1 to 4; and among beginning teachers with no internship experience it was less than 1 to 2. In summary, there seemed to be great support among these teachers for the continuation of some form of teaching internship in Alberta.

Provisions for beginning teachers. Under conditions involving either an optional internship or no internship, policy alternatives 5 and 6 in Table 4.1 become particularly relevant. Most support by the three groups of teachers was provided for alternative 5--"Assign beginning teachers to highly competent supervisors." Support for this policy alternative was particularly high among second-year teachers (almost 5 to 1 in favor), followed by beginning teachers who were former interns (over 3 to 1), and then beginning teachers without internship experience (about 2 to 1).

The policy alternative of reducing teaching loads for beginning teachers received only slightly more support than disapproval among former interns. About equal numbers of beginning teachers without internship experience supported and disapproved of this policy option, and second-year teachers tended to communicate greater opposition than approval.

Policy Alternatives Governing Permanent Certification

Teachers in this part of the study were presented with three potential alternatives for policy governing the number of years of satisfactory teaching needed to qualify for permanent certification following internship. As indicated in Table 4.2, all three groups of respondents strongly supported the alternative of permanent certification following internship and one year of satisfactory teaching. Disagreement substantially outnumbered agreement for the existing situation (alternative 3) and for certification being granted immediately upon satisfactory completion of internship. A detailed breakdown of these responses is provided in Table 4.2a in Appendix C.

Policy Alternatives Governing Salary of Interns

The three categories of teachers were asked to indicate which of four salary alternatives they would prefer for interns. They were asked to choose one of the following: 25%, 50%, 75% or 100% of a beginning teacher's salary. As shown in Table 4.3, the 75% alternative received support from over three-quarters of each respondent group.

Policy Alternatives Governing Salary Grid Credit for Internship Experience

Existing internship policy in this Province includes no credit for salary grid purposes. This alternative and two others ("partial" and "full" credit) were presented to the respondents for reaction. As reported in Table 4.4, the

Table 4.2

Percentages of Agreement and Disagreement with Alternatives for Permanent Certification
(Interviews during Classroom Observations)

Alternative for Permanent Certification	Beginning Teachers (No Internship) (n = 48)		Beginning Teachers (Former Interns) (n = 92)		Second-Year Teachers (No Internship) (n = 97)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Following satisfactory completion of internship	48	25	52	24	67	11
2. Following internship and one year of satisfactory teaching	17	56	11	78	20	57
3. Following internship and two years of satisfactory teaching	50	21	66	14	50	33

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 4.3

Preferences about Salary of Interns
(Interviews during Classroom Observations)

Percentage of Beginning Teacher's Salary that Interns Should Receive	Beginning Teachers (No Internship) (n = 48) %	Beginning Teachers (Former Interns) (n = 92) %	Second-Year Teachers (No Internship) (n = 97) %
25%	--	--	1
50%	13	9	10
75%	77	85	78
100%	8	6	7
No opinion	2	--	3
Total	100	100	99*

*Does not add up to 100% due to rounding to nearest whole percent.

Table 4.4

Preferences about Salary Grid Credit for Internship Experience
(Interviews during Classroom Observations)

Amount of Salary Grid Credit Awarded for Internship Experience	Beginning Teachers (No Internship) (n = 48) %	Beginning Teachers (Former Interns) (n = 92) %	Second-Year Teachers (No Internship) (n = 97) %
None	2	1	5
Partial	65	51	57
Full	31	48	33
No opinion	2	--	5
Total	100	100	100

majority in all three groups of respondents favored partial credit for internship experience when computing a teacher's salary. Almost half of the former interns (48%) in this study favored full credit and about a third of the other two teacher groups shared this opinion.

Length of Internship

When presented with five alternative time periods for the duration of the internship (quarter year, half year, full year, more than one year, and other), a large majority of the respondents indicated a preference for a full-year internship. As evident in Table 4.5, the percentages of the three respondent groups supporting this option were 69% and 75% for the two teacher groups without internship experience and 91% for those with that experience.

Teaching Load

The distributions in Table 4.6 reveal greatest support among these respondents for a teaching load for interns at the beginning of the year that is either 20-39% or 40-59% of the full-time teaching load. Support tended to cluster in the 60-79% range with regard to the period mid-way through the internship. The weight of opinion favored workloads of at least 80% by the end of the internship. Significant numbers of respondents chose other ranges in responding to these three questions, and a small number indicated that they felt no Provincial Guidelines were needed in this area.

Internship Activities

In responding to a question about 15 possible activities in which interns might be expected to participate, strong support was provided by the three groups for 13 activities. This is shown in Table 4.7. Most support was provided in relation to the fifteenth activity, "Responding to feedback received on his/her teaching." Least support (less than 50% agreement) was obtained for activities involving "Assistance in the library or resource room."

Overall, these respondents strongly favored having Provincial Guidelines for the internship which would specify 13 of the 15 activities listed in Table 4.7. A detailed breakdown of responses is provided in Table 4.7a in Appendix C.

Table 4.5

Preferences about Length of Internship (Interviews during Classroom Observations)

Length	Beginning Teachers (No Internship) (n = 48) %	Beginning Teachers (Former Interns) (n = 92) %	Second-Year Teachers (No Internship) (n = 97) %
1. Quarter year	--	--	4
2. Half year	29	7	13
3. Full year	69	91	75
4. More than one year	--	--	--
5. Other (specify)	2	1	5
6. No opinion	--	1	2
Total	100	100	99*

*Does not add up to 100% due to rounding to nearest whole percent.

Table 4.6

Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers, at Beginning, Middle and End of Internship (Interviews during Classroom Observations)

	Teaching less than 20%			Teaching 20-39%			Teaching 40-59%			Teaching 60-79%			Teaching 80% and over			No Guidelines Needed		
Time Period	BN	BI %	ST	BN	BI %	ST	BN	BI %	ST	BN	BI %	ST	BN	BI %	ST	BN	BI %	ST
At the beginning of the internship	--	10	8	40	21	24	31	39	33	19	17	20	6	3	8	4	8	4
About midway through the internship	--	--	--	--	2	2	27	22	27	46	46	41	25	23	24	2	7	3
Approaching the end of the internship	--	--	--	--	--	1	2	2	3	19	23	18	79	67	72	--	7	3

BN = Beginning teachers with no internship experience (n = 48); BI = Beginning teachers with internship experience (n = 92); ST = Second year teachers with no internship experience (n = 97).

A small number of respondents did not provide an answer to the item. As a result, percentages do not always total 100.

Table 4.7

Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate (Interviews during Classroom Observations)

	Beginning Teachers (No Internship) (n = 48)		Beginning Teachers (Former Interns) (n = 92)		Second-Year Teachers (No Internship) (n = 97)	
Activities	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Observation, analysis and discussion of teaching at different grade levels	4	85	7	76	9	75
2. Observation, analysis and discussion of teaching in different subject areas	4	85	7	76	4	84
3. Teaching at different grade levels	12	62	11	72	8	65
4. Teaching in different subject areas	8	77	7	82	5	65
5. Teaching the same class or classes for a period of several months	6	73	4	86	5	78
6. Organization of extra-curricular activities	6	71	3	75	10	69
7. Professional development activities at the system and/or provincial level	4	79	2	90	5	79
8. In-school professional development activities	2	86	1	95	11	64
9. Interviews with parents about progress of students	2	82	1	90	3	79
10. Field trips	2	88	1	90	3	86
11. School committee meetings	2	85	2	85	6	81
12. Observation of the work of school administrators, counsellors, support staff	13	71	9	63	12	60
13. Assistance in the library or resource room	19	48	26	34	32	37
14. ATA teacher induction activities	8	50	8	66	12	58
15. Responding to feedback received on his/her teaching	--	98	--	91	1	91

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree.

Difficulties Experienced by Beginning and Second-Year Teachers

During the course of interviews with the three groups of teachers, each interviewee was asked to rate 34 items that identified potential difficulties they experienced as teachers. The five-point scale used ranged from 1 (no difficulties) to 5 (serious difficulties). As shown in Table 4.8, the mean for one or more of the three respondent groups exceeded 2.0 for 16 of these 34 items. Among these 16 items of difficulty it is noteworthy that the beginning teacher group without internship experience had the highest mean on 14 items. For seven of the 14 (2 "Controlling students," 6 "Organizing material," 8 "Developing unit plans," 13 "Summarizing content," 16 "Motivating students," 24 "Assessing student achievement," and 28 "Self-assessment") the beginning teacher (no internship) mean was at least .20 higher than the mean of one or both of the other groups. And, for five of these seven it was at least .20 higher than the mean for beginning teachers with internship experience. For two items (2 "Controlling students" and 8 "Developing unit plans") the means for beginning teachers with no internship experience were higher than those of one or both of the other groups by a statistically significant amount.

Overall, based on these self-assessments, it is apparent that beginning teachers with no internship experience reported experiencing difficulties in more of the 34 areas than did beginning teachers with internship experience, and beginning teachers with internship experience reported difficulties in slightly more areas than did second-year teachers.

Ratings of Teaching Experience

The teachers interviewed were asked the question, "Using the following scale, how would you rate your experience thus far as a teacher?" A ten-point scale was provided, where 1 was identified as "low rating" and 10 as "high rating."

Of the 92 beginning teachers with internship experience (middle column in Table 4.9) 88 percent rated their experience as teachers to date as 7 or higher. Similarly, 88 percent of second-year teachers with no internship experience (last column in Table 4.9) assigned 7 or higher ratings for their teaching experience. A somewhat smaller percentage of beginning teachers with no internship experience (77%) rated their teaching experience 7 or higher. Differences, however, were greater in the percentages assigning 9 or 10 for their experiences. Over twice the percentage of beginning teachers with internship experience and of second- year teachers rated their

Table 4.8

Difficulties Experienced by Beginning and Second Year Teachers
(Interviews during Classroom Observations)

		(1) Beginning Teachers (n = 48) Mean	(2) Beginning Teachers (Former Interns) (n = 92) Mean	(3) Second-Year Teachers (n = 97) Mean	Difference between Highest and Lowest Means	Significantly Different Groups
1.	Handling classroom routines	1.74	1.54	1.56	.20*	NS
2.	Controlling students	2.25	1.99	1.93	.32*	1-3
3.	Giving instructions	1.83	1.75	1.67	.16	NS
4.	Specifying objectives	1.90	1.84	1.93	.09	NS
5.	Selecting content	1.98	1.85	1.88	.13	NS
6.	Organizing material	2.02	1.76	1.84	.26*	NS
7.	Developing lesson plans	1.75	1.52	1.67	.23*	NS
8.	Developing unit plans	2.28	1.81	1.91	.47*	1-2,1-3
9.	Presenting information	1.71	1.73	1.64	.09	NS
10.	Explaining content	1.79	1.73	1.70	.09	NS
11.	Using questioning techniques	1.90	2.02	1.92	.12	NS
12.	Using pacing techniques	2.20	2.16	2.10	.10	NS
13.	Summarizing content	2.19	1.93	1.92	.28*	NS
14.	Utilizing media	2.15	2.02	2.01	.14	NS
15.	Establishing rapport with students	1.35	1.28	1.18	.17	NS
16.	Motivating students	2.02	1.84	1.67	.35*	1-3
17.	Accommodating individual student needs	2.29	2.29	2.04	.25*	NS
18.	Encouraging student participation	1.73	1.75	1.56	.19	NS
19.	Working with other staff members	1.31	1.32	1.33	.02	NS
20.	Grouping students for instruction	1.91	1.96	1.76	.20*	NS
21.	Arranging the classroom for instruction	1.70	1.62	1.58	.12	NS
22.	Diagnosing learner needs	2.43	2.31	2.24	.19	NS
23.	Monitoring student progress	2.11	1.95	1.94	.17	NS
24.	Assessing student achievement	2.08	1.93	1.84	.24*	NS
25.	Reporting student progress	1.96	1.78	1.71	.25*	NS
26.	Observing and analyzing teaching	2.17	2.01	1.98	.19	NS
27.	Planning and implementing co-curricular activities	1.71	1.78	1.91	.20*	NS
28.	Self-assessment	2.20	1.90	1.97	.30*	NS
29.	Asking others for advice and assistance	1.42	1.39	1.47	.08	NS
30.	Communication with parents	1.61	1.78	1.69	.17	NS
31.	Using the school library or resource room	1.80	1.73	1.73	.07	NS
32.	Finding instructional materials	2.17	2.05	2.10	.12	NS
33.	Developing instructional materials	2.02	1.93	1.91	.11	NS
34.	Participating in inservice activities	1.53	1.69	1.54	.16	NS

Means computed from a 5-point scale ranging from 1 (no difficulties) to 5 (serious difficulties).
Underlining means indicates the highest mean for each item.

*Indicates the 13 items for which differences between highest and lowest means are .20 or higher.

Table 4.9

Rating of Experience as a Teacher
(Interviews during Classroom Observations)

Rating Assigned	Beginning Teachers (No Internship (n = 48) %	Beginning Teachers (Former Interns) (n = 92) %	Second Year Teachers (No Internship)* (n = 97) %
1 - 2	4	1	2
3 - 4	2	3	--
5 - 6	17	8	7
7 - 8	58	48	41
9 - 10	19	40	47
Mean	7.27	7.96	8.13
Standard Deviation	1.73	1.60	1.61

*Two of the respondents in this group did not provide ratings.

experience 9 or 10 than did novice teachers without internship backgrounds. Furthermore, twice as many from the last-mentioned group of teachers assigned ratings of 6 or lower for their teaching experience so far.

Teachers who rated their experience 6 or lower indicated they were not necessarily displeased with their professional life as teachers. Indeed, it appeared that the question was interpreted in several different ways by the respondents. Some indicated they felt a rating of 10 should only be assigned for a master teacher whereas others who assigned a 10 reported doing so because they were experiencing considerable satisfaction as teachers. All of the teachers interviewed expressed satisfaction with their teaching experiences but some indicated they were still learning and thus needed to improve. A few expressed dissatisfaction with particular working conditions, such as excessive paperwork, limited instructional resource material, and lack of support from administrators and teaching staff.

Two respondents, both in the second year (no internship) group raised serious concerns about teaching. They felt that they were experiencing stress and burnout.

Professional Life as a Teacher

Respondents were asked an open-ended question as follows: "What are your reactions at this time to your professional life as a teacher?" As with the previous question, responses were generally positive. Analysis of the responses revealed that they fell in six major categories: (1) the joy associated with establishing relationships and interacting with children, (2) the excitement and challenge that teaching provides, (3) the feeling of accomplishment and reward associated with student growth and progress, (4) the growth of one's professional self as teacher, (5) the satisfaction derived from working with colleagues, and (6) the confirmation of teaching as a career choice. Many of the respondents, however, recognized heavy demands associated with teaching. Common statements made by the respondents included: "teaching is demanding but rewarding," "harried but rewarding," and "at times overwhelming." These statements exemplify feelings among many of the respondents that there is often too little time in the day to do everything and that teaching is extremely time-consuming and allows little opportunity out of school hours for activities other than preparation for teaching.

The kinds of comments made by the three groups about their professional life as a teacher were noticeably different. A fifth of the new teachers with internship experience made direct reference to the internship as the major factor contributing to their satisfaction as a beginning teacher. Examples of their comments are as follows:

> I feel that I am a much stronger first year teacher because of my internship experience. As an intern I believe I received unequaled experience as a young professional. The experience I received has put me well ahead.
>
> I found the internship very valuable for providing the bridge between student teaching and full-time teaching. The early stages of teaching are difficult. I found that the internship really helped.
>
> The internship program was very effective in setting guidelines for professional development and personal fulfilment.
>
> I am glad to have had [internship] experience before beginning my first year of teaching. My coping mechanisms are much better because of the internship.

A quarter of the second-year teachers made some reference to their first year of teaching and reported that the second year was more rewarding, both professionally and personally.

> I am finding this year a lot easier than last year.
>
> I am much more positive than I was last year at this time. I am feeling much more confident and competent.
>
> I find that this year I have more time to search for "fun" activities relevant to the curriculum as I am more relaxed and know those areas of the curriculum which need more work.
>
> This year as compared to last year I can see student progress. Objectives are clearer to me. It is easier to gauge student comprehension. I find in my second year that I am more organized and thus I can fine-tune certain areas.

Beginning teachers with no internship experience seemed to be less sure of their teaching skills than the beginning teachers with internship experience and with the second-year teachers. Many identified inadequacies in specific areas. They were much more apt to point out that they still had a great deal to learn and that they needed to improve. For some, the first year of teaching was seen as a time for learning:

> I find it hard. I sometimes wonder whether I am doing my job properly. I wish I would have known more about how to teach a concept in different subjects. I find myself making a lot of mistakes in my teaching.

> I'm never quite sure about how effective I've been in class.
>
> I would like to have a better grasp of long term goals.
>
> I have certainly learned a great deal through trial and error.
>
> I find it hard to keep up with the many responsibilities I have.
>
> I feel a need to communicate with other teachers in like disciplines, which thus far has not been met to my satisfaction.
>
> This first year will give me a better understanding of what to do and not to do next year.
>
> I need more time to learn.

I few of the beginning teachers with no internship experience pointed out shortcomings of their university preparation for teaching. No such comments came from the beginning teachers with internship experience or from the second-year teachers. Comments by members of the first-mentioned group included the following:

> More time should be spent on curriculum and unit planning at university.
>
> The amount of training received has not prepared me for the amount of work involved.

One of these respondents also reported a need for a suitable support system to facilitate the transition to full-time teacher: "I miss the recognition/praise/constructive criticism I received as a student teacher."

Overall, the open-ended responses from former interns and from second-year teachers tended to identify the previous year's experience as their greatest source of satisfaction with, and ability to cope in, teaching.

Supervision of Interns

Three alternatives for supervision of interns were advanced by these respondents: accountability to the principal (alternative 1), one (main) supervising teacher (alternative 2), or working with two to four (other) supervising teachers (alternative 3). Furthermore, these three response categories were not seen as mutually exclusive. This may explain the high percentage of support shown in Table 4.10 for all three alternatives. It is particularly clear that most respondents favored having the

Table 4.10

Percentages of Agreement and Disagreement with Approaches to Supervision of Interns
(Interviews during Classroom Observations)

Aspect of Supervision	Beginning Teachers (No Internship) (n = 48)		Beginning Teachers (Former Interns) (n = 92)		Second-Year Teachers (No Internship) (n = 97)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree
Directly accountable to the principal	10	77	6	76	8	69
One supervising teacher	15	58	19	59	21	57
Two to four supervising teachers	25	56	28	44	34	45

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree.

intern directly accountable to the principal. Having one supervising teacher was favored only slightly more than having two to four supervising teachers. A detailed breakdown of the returns is given in Table 4.10a.

Alternative Provincial Guidelines about Feedback to, and Evaluation of, Interns

When the three categories of teachers were asked about the need for Provincial Guidelines on feedback to, and evaluation of, interns, there was virtual unanimity among the respondents that "provincial guidelines should specify that feedback be provided to interns along with discussion on how to improve performance." The "agree" to "disagree" ratio among these teachers was also extremely high on the need for standard criteria for evaluating interns throughout Alberta. A summary of the results for the above two possible guidelines and the one mentioned below is provided in Table 4.11 with detailed figures in Table 4.11a of Appendix C.

A third, related matter that was raised concerned the need for supervising teachers to be given reduced teaching loads as compensation for supervisory responsibilities associated with having interns. Although a substantial majority of the two categories of teachers with no internship experience tended to agree that a Provincial Guideline of this nature was needed, the former interns were somewhat divided on this matter. The "agree" to "disagree" ratio for the last mentioned was 4 to 3 whereas for second year teachers it was 2 to 1, and for beginning teachers with no internship experience it was almost 5 to 1.

Formal evaluation of interns. The three categories of teachers were also asked about their preferences about the extent of involvement of four categories of personnel in formal (written) evaluation of interns. On the five-point scale used (where 1 represents "Not at all" and 5 represents "To a large extent") average ratings of the responses, as shown in Table 4.12, reveal that the highest preference of each of the three groups of respondents was for supervising teachers to perform this role. In this regard, however, the mean score for former interns (4.60), was not as high as that for the other beginning teachers (4.81) or for the second year teachers (4.78). The second highest preference of these three categories of respondents was for principals or other in-school administrators to perform this role. In this case, the mean for former interns (4.17) was higher than that of the other beginning teachers (3.77) and of the second year teachers (4.01).

Table 4.11

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Interviews during Classroom Observations)

Possible Guidelines	Beginning Teachers (No Internship) (n = 48)		Beginning Teachers (Former Interns) (n = 92)		Second-Year Teachers (No Internship) (n = 97)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	--	98	--	92	2	90
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	4	92	4	86	3	87
3. Provincial Guidelines should specify that supervising teachers be given a reduced teaching load	13	63	32	44	26	50

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree.

Table 4.12

Preference about Extent of Involvement of Different Personnel in Formal Evaluation of Interns (Interviews during Classroom Observations)

	Beginning Teachers (No Internship) (n = 48) Mean	Beginning Teachers (Former Interns) (n = 92) Mean	Second-Year Teachers (No Internship) (n = 97) Mean
1. Principal or other in-school administrator	3.77	4.17	4.01
2. Supervising teachers	4.81	4.60	4.78
3. Central office supervisor(s)	2.63	2.50	2.51
4. Superintendent (or designate)	2.67	2.39	2.28

The scale used was 1 "Not at all" to 5 "To a large extent."

As the results reported in Table 4.12 reveal, there was also much less support for involvement of central office supervisors and superintendents (or designates) in formal evaluation of interns. None of the six means associated with these supervisors and administrators reached even 2.70 on the five-point scale used.

A related question concerned who should have the final authority for formal (written) evaluation of interns. The preferences are reported in Table 4.13. As with responses to the preceding question, in-school personnel--supervising teachers and principals or other in-school administrators--received the highest ratings and central office-based personnel--central office supervisors and superintendents--received the lowest. Moreover, as with the previous question, supervising teachers received substantially higher ratings than did in-school administrators on this matter.

Overall Value of the Internship

When the two groups of beginning teachers and the second-year teachers were asked to rate the overall value of the Alberta internship as a means of facilitating the transition from student to professional teacher, the distribution shown in Table 4.14 resulted. Ratings were assigned along a ten-point scale. Much higher ratings were provided by beginning teachers who were former interns (8.58) than by the beginning teachers without internship experience (5.47) and the second-year teachers with no internship experience (6.53). Apparently teachers who were able to obtain teaching positions without having experienced internship did not value the internship nearly as highly as did teachers who had served an internship.

Many comments were made in further response to this question. They are presented first for beginning teachers with internship experience, and then for beginning teachers and second-year teachers without personal experience of internship.

1. Beginning Teachers with Internship Experience

Three major types of responses were given by the beginning teachers with internship experience: the benefits of internship, problems associated with the program, and suggestions for revision.

Internship as a profitable experience. General comments were "The internship is a very valuable program," "I highly recommend it" and "the program has great potential." Several respondents indicated that the

Table 4.13

Preferences about Final Authority for Formal Evaluation of Interns (Interviews during Classroom Observations)

Evaluator	Beginning Teachers (No Internship) (n = 48) %	Beginning Teachers (Former Interns) (n = 92) %	Second-Year Teachers (No Internship) (n = 97) %
1. Principal or other in-school administrator	15	36	29
2. Supervising teachers	67	57	57
3. Central office Supervisor(s)	4	2	1
4. Superintendent	6	1	3
5. Other, or combination	8	4	6
Total	100	100	96*

*Four second-year teachers did not provide an answer to this item.

Table 4.14

Perceptions about the Value of Internship as a Means of Facilitating the Transition from Student to Professional Teacher (Interviews during Classroom Observations)

Value	Beginning Teachers (No Internship) (n = 48) %	Beginning Teachers (Former Interns) (n = 92) %	Second-Year Teachers (No Internship) (n = 97) %
10 Highly Valuable	--	35	7
9	2	22	6
8	4	25	20
7	21	12	12
6	10	3	10
5	8	1	9
4	4	--	7
3	4	1	6
2	2	1	2
1 No Value	6	--	1
Unable to Judge	37	--	19
Mean*	5.47	8.58	6.53
Standard Deviation	2.19	1.52	2.21

*"Unable to Judge" responses were omitted when computing these means.

internship made their first year of full time teaching much easier and less traumatic. They reported that without the internship they would be sinking during this first year as full-time teachers. Others indicated that the internship helped them to understand what teaching is all about and assisted them to strengthen their inner resolve to become teachers. Still others indicated that it helped them gain confidence and thus made them feel better prepared, more competent and better qualified. Many respondents added that internship provides an excellent transition from university training to full-time teaching.

Some respondents were still more precise about the benefits of internship. They indicated that the internship helped them to become more flexible and better able to deal with parents, with marking and evaluation, and with discipline. In-school routines and duties were seen as being less difficult to carry out in the first year of full time teaching because of their internship. Many respondents enjoyed being able to work with different teachers, at different grade levels, and in various subject areas.

Several respondents particularly appreciated having been eased into teaching gradually instead of being overwhelmed by their initial experiences as teachers. Many considered that the internship program must continue in order to receive support at all levels.

Problems with the internship program. Some beginning teachers who had experienced internship described problems inherent in the program. Low salary, heavy workloads, and lack of credit towards certification were mentioned frequently. Some respondents reported that interns work as hard as or harder than many full-time teachers, yet they are paid less.

Many respondents explained that internships are only as good as the supervising teachers. Personality conflicts and unprofessional and incompetent supervision were subjects of concern. Several former interns mentioned the "unfortunate" experience of having had three or more supervising teachers. Indeed, one respondent had eleven, all of whom did formal evaluations.

Several respondents added that interns are often seen as aides, "glorified paperboys" or "gophers." One respondent reported spending one third of the internship year out of the classroom. Low status among students and parents was also mentioned as a problem.

Suggestions for improvement. The beginning teachers who had had internship experience offered a great variety of suggestions for improving the internship program. These related to matters of salary, credit toward certification, evaluation, supervising teachers, workloads and Provincial Guidelines. Several suggested that the salary for interns must be commensurate with their responsibilities and that the year of experience should be counted at least partially on the salary grid or at least should count as credit toward certification. Attitudes of this kind are reflected in comments such as the following: "This formal recognition towards permanent certification would increase the value of the program."

On the matter of evaluation, one respondent stated: "Evaluation should be based on more than one teacher's recommendation to be truly fair." Another suggested, "It should include the intern's input."

With regard to supervision of interns, a former intern proposed that there should be only one supervising teacher per intern in order to eliminate the problem of too many bosses. This arrangement, however, should not prevent the intern from working with other teachers. A few respondents indicated that selection of supervising teachers is important, and that high standards must be set in order to ensure excellent role models.

Several respondents reported that internship is be of value if it is used to broaden the experience of the intern. Some respondents recommended involvement in a wide variety of classes and with a variety of teachers. Others suggested that the intern should be responsible for one class only, since it "is the only way to learn about yearly routine and long range planning." Observation of instruction by experienced teachers was also recommended.

Many respondents suggested that there is a need to establish formal guidelines concerning workload and the role and supervision of interns. According to a number of respondents, these guidelines are necessary in order to avoid abuse of the interns. A former intern recommended: "There must be a field supervisor from central office or from the University that will check on the situation." Another argued: "The A.T.A. must establish some agency or special committee to protect and speak for the interns."

Several respondents asserted that internship should be mandatory while others proposed that it be voluntary. Still others believed it should be part of the B.Ed. program or that it should directly follow the four-year B.Ed. program as a fifth year of pre-service teacher education.

A few respondents mentioned that interns should be guaranteed employment in the school jurisdictions where they served their internships.

2. Beginning and Second-Year Teachers with No Internship Experience

Comments of the respondents without internship experience were classified as follows: favorable reactions to the program; criticisms; suggestions; satisfied without the internship program; recommendations that we improve what we already have; and inability to comment.

Favorable reactions to the internship program. Many respondents who reacted favorably to the program reported knowing individuals who liked the internship because of the reduced load and the expert care and guidance that they received. Some felt that the internship must allow interns to concentrate on teaching rather than having to deal with other non-instructional duties. Others believed that internship must be a source of ideas on classroom management and on how to prepare displays. Some indicated that internship provides an opportunity to experience "hands-on" learning, and some respondents believed that interns must be much better prepared after a year of observing a variety of teaching practices. Receiving feedback and having freedom to try a variety of instructional strategies were also noted as advantages.

Criticism. Many of the teachers with no internship experience expressed harsh criticism of the internship program. The possibility of personality conflicts and conflicts stemming from the use of different teaching styles by supervising teachers and interns was seen as potentially damaging to the reputations of the future teachers. Some respondents stated that, to their knowledge, interns were not receiving important feedback and support. Others claimed that interns were being unfairly treated by being assigned full teaching loads at reduced salaries. According to several respondents, this constituted an abuse of the interns for they were being treated as a source of cheap labor. A number reported that some interns were treated as "gophers," being forced to perform meaningless tasks. Another major disadvantage was seen to be the lack of credit toward certification for the internship. Several respondents also emphasized that internship offers no assurance of permanent positions. Many respondents believed that the internship is a good idea in principle, but that, in reality, it is not beneficial. Indeed, in one respondent's view, it may well become a discouraging experience.

Suggestions for improvement. Other comments reflected a view of the internship as having merit but needing changes. Suggestions referred to the following needs: to establish strict guidelines concerning the teaching load and other responsibilities of interns; to ensure adequate monitoring of the program; to offer a salary commensurate with the teaching load and amount of responsibility; to count internship experience toward certification; interns should be assigned to one teacher supervisor only; to assign each intern to one class and be provide adequate support in long term planning; to ensure that interns bear lesser responsibilities than do teachers and that their teaching loads increase gradually; and to see that interns are treated as team members, not as aides. In addition, several respondents felt that internship should be both optional and reserved for those who are unsure of their capabilities and competence. Also mentioned was the potential for internship to provide for those who can't find work; for it more closely approximates real teaching experience than does substitute teaching.

Satisfaction without internship. A fifth category of comments came from teachers who expressed satisfaction at not having undergone internship. They had enjoyed the "sink or swim" approach and stated that they would not have traded their first-year learning experience. Some felt that the internship program would not have helped and that new graduates were just as ready to teach as were those who had done internships. Several were opposed to the program; their criticisms ranged from "the internship is a means of producing cheap labor" to "the interns need a lot more responsibilities in order to learn what teaching is all about since reduced teaching loads do not give an intern the full picture."

Recommendations that we improve upon the conventional teacher education arrangements. Suggestions also came from respondents to change the university teacher training programs. These teachers asserted that teacher training programs must be improved, not by lengthening them with internships, but rather by improving the quality of courses and by including more field experiences in the existing pre-service programs. Several respondents suggested that the internship must be integrated into the present four year B.Ed. programs, either in the form of an entire semester of in-school work or as the third year of B.Ed., thereby enabling students to benefit more from their fourth year of studies. Mention was also made by a few respondents that some beginning teachers should not be left on their own in schools, as is the current practice.

Unable to comment. Several of the respondents stated that it is difficult for them to comment on the internship, owing to their lack of direct involvement in the program.

In summary, the qualitative data tended to support the findings of the quantitative analysis in that those who had received internship experience commented more positively on the internship than did those who had not obtained that experience. The latter group, with some exceptions, were more critical of the internship and generally more positive about their own "sudden immersion" into teaching.

Summary

The following discussion provides a point-form summary of results obtained from the interviews with which this section of the evaluation study was concerned.

1. Continuing the internship. Former interns expressed a clear preference for continuing the optional post-B.Ed. internship program in Alberta; a strong preference was shown for compulsory internship, either post-B.Ed. or as part of the B.Ed. program. Other beginning teachers and second-year teachers were more inclined to favor an optional rather than compulsory internship program. However, all of these teacher groups strongly disagreed with discontinuing the current Alberta internship program.

2. Beginning teacher supervision. Strong support was provided for beginning teachers being assigned to highly competent supervisors. There was almost equal agreement and disagreement with the alternative of reducing the teaching loads of beginning teachers.

3. Permanent certification. Strong support was provided for permanent certification following internship and one year of satisfactory teaching.

4. Salary of teacher interns. There was strong support for the salary of teacher interns being 75 percent of the salary of beginning teachers, and for at least partial credit on the teacher salary grid being granted for internship experience.

5. Length of internship. Strong support was provided for a one-year internship.

6. Teaching load. Respondents strongly supported assignment of internship workloads that are about half of the teaching load of a full-time teacher at the beginning of the internship, about two-thirds to three-quarters mid-way

through the internship, and near to the full teaching load when approaching the end of the internship.

7. Internship activities. Of fifteen possible internship activities listed for rating by respondents, there was strong support for including thirteen of these in Provincial Guidelines. In particular, each intern should have opportunities to "Respond to feedback received on his/her teaching."

8. Difficulties experienced in teaching. Comparisons among the three groups of respondents revealed that beginning teachers with no internship experience reported having difficulties in more areas than did beginning teachers with internship experience, and beginning teachers with internship experience reported experiencing difficulty in slightly more areas than did second-year teachers.

9. Supervision of interns. Respondents displayed strong support for having interns directly accountable to their principals. There was about as much support for one supervising teacher as for two to four supervising teachers.

10. Feedback and evaluation. There was very strong support for the introduction of Provincial Guidelines specifying "that feedback be provided to interns along with discussions on how to improve performance," and for a standard set of criteria for evaluating interns throughout Alberta.

11. Teaching load of supervising teachers. There was support--although this was somewhat divided--for reduced teaching loads for supervising teachers in compensation for the responsibilities associated with supervising interns.

12. Formal evaluation of interns. There was very strong support for supervising teachers formally evaluating interns and strong support for principals performing this role. Similarly, there was very strong support for supervising teachers being the final authority for the formal (written) evaluations of interns and strong support for principals being the final authority.

13. Rating of teaching experience. Beginning teachers with no internship experience tended to rate their teaching experience to date lower than did beginning teachers who

were former interns and second-year teachers without internship experience.

14. Professional life as a teacher. In commenting on their professional lives as teachers thus far, former interns and second-year teachers tended to identify the previous year's experience as their major source of satisfaction with, and ability to cope in, teaching.

15. Overall value of the internship. Teachers who were former interns provided a much higher rating for the internship as a means of facilitating the transition from student to professional teacher than did teachers who had had no such internship experience.

APPENDIX A

INTERVIEW SCHEDULE

INTERVIEW GUIDE

The purpose of this interview is to obtain your opinions about various aspects of the current Alberta Internship Program. As you know, one purpose of the Internship Program is to facilitate the transition from university student to professional teacher. Your opinions are essential input to our evaluation of the Internship Program. These opinions will be held in confidence, i.e., they will help us to obtain information and understandings about how the Internship is viewed, but the source of individual opinions will not be identified. We also wish to assure you that we are evaluating the Internship Program and not individual Interns, Beginning Teachers, or staff associated with them.

Teacher Code _________ Date ____________

Observer Code _________

Sex: ___ Male ___ Female

Name of School ____

Grades in school (circle all grades):

K 1 2 3 4 5 6 7 8 9 10 11 12

Approximate number of pupils in school______________________________

School District, Division or County name:

____

	Degree(s)	Institution(s)	Year(s)
1.	_____________	_____________________________	_______________
2.	_____________	_____________________________	_______________
3.	_____________	_____________________________	_______________

1. Did you spend any time as a Teacher Intern? ___ Yes ___ No

   If YES, please indicate months in internship (circle all):

   1985 Sept Oct Nov Dec

   1986 Jan Feb Mar Apr May Jun

2. How much teaching experience have you had as a full-time teacher prior to September, 1986 (other than as a Teacher Intern)?

   ______ years ______ months

3. What other full-time work experience have you had, and what was the length of this experience?

____

____

4. Compared with full-time teachers in your school, what percentage of a full-time teacher's teaching load do you carry? (e.g., 75%, 100%, etc.)

_______ percent

5. Have you had (or are you receiving) any training on "effective teaching" since leaving university?

____ Yes   ____ No

If YES, where did you receive this training and what was the nature of this training?

____

____

About how much time was spent on this training?

____

6. From whom have you received supervisory assistance this fall?

____

What was the nature of this assistance?

____

____

POLICY ALTERNATIVES RELATING TO THE PREPARATION OF ELEMENTARY AND SECONDARY TEACHERS

Using the five-point scale provided, please rate each of the following policy alternatives concerning the preparation of beginning Elementary teachers (including ECS) and beginning Secondary teachers in Alberta. Circle the appropriate number. (Answer both parts for each item.)

1 = Strongly Disagree (SD)
5 = Strongly Agree (SA)
0 = Can't tell

A. Alberta should

		SD				SA	Can't tell
1. Continue the optional (voluntary) Internship Program following either the B.Ed. or B.Ed. After Degree programs as in 1985-86 and 1986-87.	For elementary teachers	1	2	3	4	5	0
	For secondary teachers	1	2	3	4	5	0
2. Introduce a compulsory Internship Program for Beginning Teachers to follow either the B.Ed. or B.Ed. After Degree programs.	For elementary teachers	1	2	3	4	5	0
	For secondary teachers	1	2	3	4	5	0
3. Introduce an optional internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5	0
	For secondary teachers	1	2	3	4	5	0
4. Introduce a compulsory internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5	0
	For secondary teachers	1	2	3	4	5	0
5. Introduce provincial regulations requiring that each Beginning Teacher be assigned to a highly competent Teacher Supervisor.	For elementary teachers	1	2	3	4	5	0
	For secondary teachers	1	2	3	4	5	0
6. Introduce provincial regulations requiring that each Beginning Teacher be given a reduced teaching load.	For elementary teachers	1	2	3	4	5	0
	For secondary teachers	1	2	3	4	5	0

7. Discontinue the current optional Teacher Internship Program and revert to the 1984-85 situation.	For elementary teachers	1	2	3	4	5	0
	For secondary teachers	1	2	3	4	5	0

B. If the Teacher Internship Program were to continue, please indicate your extent of agreement with each of the following possible routes for permanent certification.

Teacher Interns should be eligible for permanent certification following:	SD				SA	Can't tell
1. Satisfactory completion of the Internship.	1	2	3	4	5	0
2. One year of satisfactory teaching following the Internship.	1	2	3	4	5	0
3. Two years of satisfactory teaching following the Internship.	1	2	3	4	5	0

C. Salary and Salary Credit

If the Teacher Internship were to continue, and assuming a reduced teaching load and reduced responsibilities for Teacher Interns (when compared with regular full-time teachers):

1. Approximately what percentage of a Beginning Teacher's salary should a Teacher Intern receive?

a. __ 25%
b. __ 50%
c. __ 75%
d. __ 100%

2. To what extent should the Teacher Internship experience count for credit on the teacher salary grid?

a. __ Not at all
b. __ Partial credit
c. __ Full credit

D. Length of the Teacher Internship

If the Teacher Internship Program were to continue, the length of the Teacher Internship should be:

a. __ quarter year
b. __ half year
c. __ full year
d. __ more than one year
e. __ other (specify) ________________

Possible Guidelines for Teacher Internship

If a Teacher Internship program were to continue in Alberta, what Provincial Guidelines would you recommend?

E. Teaching Load

1. What percentage of the teaching load of a full-time teacher should be the teaching load of Teacher Interns at the beginning of the Internship period?

a. __ less than 20%
b. __ 20% to 39%
c. __ 40% to 59%
d. __ 60% to 79%
e. __ 80% and over
f. __ no Provincial Guidelines needed

2. What percentage of the teaching load of a full-time teacher should be the teaching load of Teacher Interns about mid-way through the Internship?

a. __ less than 20%
b. __ 20% to 39%
c. __ 40% to 59%
d. __ 60% to 79%
e. __ 80% and over
f. __ no Provincial Guidelines needed

3. What percentage of the teaching load of a full-time teacher should be the teaching load of Teacher Interns approaching the end of the Internship?

a. __ less than 20%
b. __ 20% to 39%
c. __ 40% to 59%
d. __ 60% to 79%
e. __ 80% and over
f. __ no Provincial Guidelines needed

F. Intern Activities

Provincial Guidelines on the Teacher Internship should specify that the Teacher Intern participate in each of the following:

	SD				SA	Can't Tell
1. Observation, analysis and discussion of teaching at different grade levels.	1	2	3	4	5	0
2. Observation, analysis and discussion of teaching in different subject areas.	1	2	3	4	5	0
3. Teaching at different grade levels.	1	2	3	4	5	0

	SD				SA	Can't Tell
4. Teaching in different subject areas.	1	2	3	4	5	0
5. Extended teaching experience involving one class group.	1	2	3	4	5	0
6. Organization of extra-curricular activities.	1	2	3	4	5	0
7. Professional development activities at the system and/or provincial level.	1	2	3	4	5	0
8. In-school professional development activities.	1	2	3	4	5	0
9. Interviews with parents about progress of students.	1	2	3	4	5	0
10. Field trips.	1	2	3	4	5	0
11. School committee meetings.	1	2	3	4	5	0
12. Observation of the work of school administrators, counsellors, support staff.	1	2	3	4	5	0
13. Assistance in the library or resource room.	1	2	3	4	5	0
14. ATA teacher induction activities.	1	2	3	4	5	0
15. Respond to feedback received on his/her teaching.	1	2	3	4	5	0

G. Supervision of Teacher Interns

Provincial Guidelines should specify that each Teacher Intern:

	SD				SA	Can't Tell
1. Be directly accountable to the Principal or Head Teacher of the school to which the Intern is assigned.	1	2	3	4	5	0
2. Work with one Supervising Teacher for the duration of the Internship (even though other teachers may be involved with the Intern).	1	2	3	4	5	0
3. Work with at least two and not more than four Supervising Teachers during the Internship.	1	2	3	4	5	0

H. Feedback and Evaluation

	SD				SA	Can't Tell
1. Provincial Guidelines should specify that feedback be provided to Teacher Interns along with discussions on how to improve performance.	1	2	3	4	5	0
2. Provincial Guidelines should specify a standard set of criteria for evaluating Teacher Interns throughout Alberta.	1	2	3	4	5	0
3. Provincial Guidelines should specify that supervisors of Teacher Interns be given a reduced teaching load because of their supervisory responsibilities.	1	2	3	4	5	0

4. To what extent should each of the following be involved in the formal (written) evaluation of Teacher Interns?

	Not at All				To a Large Extent	Can't Tell
a. Principal or other in-school administrator	1	2	3	4	5	0
b. Teacher Supervisor(s)	1	2	3	4	5	0
c. Central Office Supervisor(s)	1	2	3	4	5	0
d. Superintendent (or designate)	1	2	3	4	5	0

5. Who should have the final authority for the formal (written) evaluation of Teacher Interns. (Check one only.)

a. __ Principal or other in-school administrator
b. __ Teacher Supervisor(s)
c. __ Central Office Supervisor(s)
d. __ Superintendent
e. __ Other (please specify)
____

I. Overall Value of the Alberta Teacher Internship

On the ten-point scale given below, please rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher.

Unable to Judge	No Value									Highly Valuable
0	1	2	3	4	5	6	7	8	9	10

J. Comments

APPENDIX B

INTERVIEW SCHEDULE: SCHOOL-RELATED DIFFICULTIES

INTERVIEW GUIDE

At this time, to what extent are you experiencing difficulties in each of the following areas?

		No Difficulties			Serious Difficulties		Don't Know
1.	Handling classroom routines	1	2	3	4	5	0
2.	Controlling students	1	2	3	4	5	0
3.	Giving instructions	1	2	3	4	5	0
4.	Specifying objectives	1	2	3	4	5	0
5.	Selecting content	1	2	3	4	5	0
6.	Organizing material	1	2	3	4	5	0
7.	Developing lesson plans	1	2	3	4	5	0
8.	Developing unit plans	1	2	3	4	5	0
9.	Presenting information	1	2	3	4	5	0
10.	Explaining content	1	2	3	4	5	0
11.	Using questioning techniques	1	2	3	4	5	0
12.	Using pacing techniques	1	2	3	4	5	0
13.	Summarizing content	1	2	3	4	5	0
14.	Utilizing media	1	2	3	4	5	0
15.	Establishing rapport with students	1	2	3	4	5	0
16.	Motivating students	1	2	3	4	5	0
17.	Accommodating individual student needs	1	2	3	4	5	0
18.	Encouraging student participation	1	2	3	4	5	0
19.	Working with other staff members	1	2	3	4	5	0
20.	Grouping students for instruction	1	2	3	4	5	0
21.	Arranging the classroom for instruction	1	2	3	4	5	0
22.	Diagnosing learner needs	1	2	3	4	5	0
23.	Monitoring student progress	1	2	3	4	5	0

		No Difficulties			Serious Difficulties		Don't Know
24.	Assessing student achievement	1	2	3	4	5	0
25.	Reporting student progress	1	2	3	4	5	0
26.	Observing and analyzing teaching	1	2	3	4	5	0
27.	Planning and implementing co-curricular activities	1	2	3	4	5	0
28.	Self-assessment	1	2	3	4	5	0
29.	Asking others for advice and assistance	1	2	3	4	5	0
30.	Communication with parents	1	2	3	4	5	0
31.	Using the school library or resource room	1	2	3	4	5	0
32.	Finding instructional materials	1	2	3	4	5	0
33.	Developing instructional materials	1	2	3	4	5	0
34.	Participating in inservice activities	1	2	3	4	5	0

What are your reactions at this time to your professional life as a teacher?

____

____

____

____

Using the following scale, how would you rate your experience thus far as a teacher?

Low Rating									High Rating
1	2	3	4	5	6	7	8	9	10

Please comment on the rating you have given.

____

____

APPENDIX C

SUPPORTING DATA

Table 1a

Extent of Agreement with Policy Alternatives
(Interviews during Classroom Observations)

Alternative		Beginning Teachers (No Internship) (n = 48)						Beginning Teachers (Former Interns) (n = 92)						Second-Year Teachers (No Internship) (n = 97)					
		SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT
1. Continue optional post-B.Ed. internship	E	23	10	10	17	15	25	8	9	14	27	33	10	14	10	20	12	24	20
	S	21	13	10	13	15	29	9	9	15	25	32	11	13	9	14	11	23	29
2. Introduce compulsory post-B.Ed. internship	E	48	13	15	2	8	15	22	11	15	15	27	10	45	8	11	12	7	16
	S	44	15	10	2	8	21	21	11	16	15	26	11	41	10	9	10	5	24
3. Introduce optional internship as part of the B.Ed. program	E	19	10	17	31	6	17	33	10	14	21	11	12	21	12	24	9	20	14
	S	17	10	23	23	4	23	34	11	14	22	10	10	21	11	19	10	13	26
4. Introduce compulsory internship as part of the B.Ed. program	E	46	6	15	10	8	15	21	13	8	13	32	14	36	11	9	12	16	16
	S	40	6	13	10	10	21	22	12	9	13	32	13	33	14	7	9	12	24
5. Assign beginning teachers to highly competent supervisors	E	13	15	17	19	31	6	11	7	13	19	41	10	10	3	12	21	39	15
	S	10	13	15	19	31	13	11	7	13	21	39	10	9	3	12	21	36	19
6. Reduce teaching load of beginning teachers	E	27	13	10	25	17	8	17	14	22	21	15	11	27	19	17	8	16	14
	S	25	15	6	23	15	17	15	13	24	22	16	10	25	17	14	10	14	20
7. Discontinue current internship program	E	13	23	17	8	10	29	63	12	9	3	5	8	41	13	10	4	8	23
	S	13	23	17	4	8	35	64	11	8	3	4	10	38	11	9	4	8	29

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell
E = Elementary; S = Secondary

Table 2a

Extent of Agreement with Alternatives for Permanent Certification
(Interviews during Classroom Observations)

Alternative for Permanent Certification	Beginning Teachers (No Internship) (n = 48)						Beginning Teachers (Former Interns) (n = 92)						Second-Year Teachers (No Internship) (n = 97)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%			
1. Following satisfactory completion of internship	35	13	6	4	21	21	39	13	20	5	19	4	59	8	7	4	7	14
2. Following internship and one year of satisfactory teaching	8	8	13	15	42	15	2	9	8	13	65	3	13	6	14	13	43	9
3. Following internship and two years of satisfactory teaching	33	17	13	8	13	17	55	11	12	7	8	8	37	12	8	9	24	9

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 9a

Extent of Agreement with Activities in Which Interns Should Participate
(Interviews during Classroom Observations)

	Beginning Teachers (No Internship) (n = 48)						Beginning Teachers (Former Interns) (n = 92)						Second Year Teachers (No Internship) (n = 97)					
Activity	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT
1. Observation, analysis and discussion of teaching at different grade levels	2	2	10	33	52	--	4	2	14	19	58	3	5	4	12	31	44	3
2. Observation, analysis and discussion of teaching in different subject areas	--	4	10	27	58	--	4	3	14	20	57	2	3	1	11	32	50	3
3. Teaching at different grade levels	6	6	21	23	40	4	5	5	12	22	50	5	3	5	22	24	41	5
4. Teaching in different subject areas	4	4	15	27	50	--	5	2	10	24	58	14	2	3	16	28	47	4
5. Teaching the same class or classes for a period of several months	2	4	13	33	40	8	1	3	8	22	64	24	1	4	10	29	50	6
6. Organization of extra-curricular activities	4	2	23	27	44	--	--	3	22	28	47	--	3	7	16	28	41	5
7. Professional development activities at the system and/or Provincial level	2	2	15	29	50	2	--	2	8	23	67	--	1	4	11	26	54	4
8. In-school professional development activities	--	2	13	29	56	--	--	1	4	22	73	--	--	4	7	23	62	4
9. Interviews with parents about progress of students	2	--	6	33	58	--	--	1	8	22	69	1	2	1	13	23	57	4
10. Field trips	2	--	10	38	50	--	1	--	9	25	65	--	1	2	7	27	59	4

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 9a (Continued)

Activities	Beginning Teachers (No Internship) (n = 48)						Beginning Teachers (Former Interns) (n = 92)						Second Year Teachers (No Internship) (n = 97)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%			
11. School committee meetings	--	2	13	38	48	--	--	2	13	27	58	--	2	4	8	24	58	4
12. Observation of the work of school administrators, counsellors, support staff	8	4	17	27	44	--	--	9	26	30	33	2	4	8	22	25	35	6
13. Assistance in the library or resource room	6	13	25	29	19	8	8	19	36	19	15	4	11	21	26	21	17	5
14. ATA teacher induction activities	2	6	29	21	29	13	2	5	22	16	50	4	2	10	24	28	30	6
15. Respond to feedback received on his/her teaching	--	--	2	23	75	--	--	--	7	16	74	2	--	1	3	25	66	5

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 10a

Extent of Agreement with Approaches to Supervision of Interns
(Interviews during Classroom Observations)

Aspect of Supervision	Beginning Teachers (No Internship) (n = 48)						Beginning Teachers (Former Interns) (n = 92)						Second-Year Teachers (No Internship) (n = 97)					
	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT
Directly accountable to the principal	8	2	6	19	58	6	3	3	16	19	58	1	2	6	14	28	41	8
One supervising teacher	8	6	25	27	31	2	10	9	23	19	40	--	7	13	18	19	38	5
Two to four supervising teachers	19	6	13	27	29	6	15	13	25	15	28	3	18	17	13	18	28	7

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 11a

Extent of Agreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Classroom Observation Phase)

	Beginning Teachers (No Internship) (n = 48)						Beginning Teachers (Former Interns) (n = 92)						Second-Year Teachers (No Internship) (n = 97)					
Possible Guidelines	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%			
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	--	--	--	31	67	2	--	--	8	17	75	--	1	1	3	25	65	5
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	--	4	2	31	60	2	3	1	9	23	63	1	2	1	4	28	59	6
3. Provincial Guidelines should specify that supervising teachers be given a reduced teaching load	8	4	21	31	31	4	16	15	24	16	27	1	16	10	14	23	27	10

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

CHAPTER 5

SURVEY OF SUPERINTENDENTS

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SURVEY OF SUPERINTENDENTS

Introduction

In March 1986 Alberta superintendents were surveyed as part of the evaluation of the Initiation to Teaching (Internship) Project. A questionnaire was sent to the 115 jurisdictions in which interns were employed. It investigated the criteria used to select interns and supervising teachers, processes used to address professional development needs, and the superintendents' opinions about policies and guidelines and the impact of the internship. The results of that survey are presented in Volume I of the Technical Report.

The superintendents were surveyed once again in the Fall of 1986, this time with two major purposes: to determine any changes in practices or perceptions in the second year of the project and to obtain superintendents' opinions on the policy statements that were being assessed by a number of other stakeholder groups.

Method

The survey was constructed in two parts: the first section solicited information on numbers of interns and changes made in policies or practices; the second part was identical to the interview schedule developed by the project team and employed with various groups to obtain opinions about policy options (see Appendix A).

Sample

Surveys were mailed to every school district listed on mailing labels obtained from Alberta Education (n = 285). This list included a number of single-school private jurisdictions and many jurisdictions which did not employ interns; in order to solicit as many opinions as possible, the selection exceeded those school jurisdictions which employed interns. Nevertheless, a number of superintendents called or wrote to say that they were in single-school jurisdictions or that they had completed similar surveys as principals, or that they otherwise preferred not to complete the survey.

The total number of questionnaires returned unopened was 14. Thirteen others were returned after the data had been analyzed. Thus, out of the 271 surveys administered and not refused, 134 (49%) were returned; 121 of these are included in the analysis. Although this is a relatively low response rate the number of interns employed in these 121 jurisdictions in 1985-86 was 741, representing approximately 82% of the total number of interns employed in 1985-86.

Of the 121 superintendents who returned their surveys within the time allotted, 34 indicated that their jurisdictions contained only one school each. Three jurisdictions had more than 190 schools each. The median number of schools per jurisdiction was 6 (mean = 12.9; SD = 34.7). Two respondents did not answer this question. The median number of teachers in these jurisdictions was 67 (mean = 224.5; SD = 707.1); the numbers of teachers ranged from one in two school jurisdictions to more than 1,400 in each of four jurisdictions.

Results

Employment of Interns

Eighty-three (68.6%) of the responding superintendents indicated that they had one or more interns currently employed in their school jurisdictions. The median number of interns in a jurisdiction was two (mean = 8.28; SD = 25.04). Three jurisdictions each had 50 or more interns; the maximum number of interns in any one jurisdiction was 169. Nine jurisdictions indicated that they had schools in which there were two or more interns. Most of these had only one school with two interns, but in one jurisdiction there were 12 schools with two or more interns and in another there were 17 schools with two or more interns.

Superintendents were asked to specify the criteria used in selecting schools to which interns were assigned. Seventy-one superintendents responded to this question. Their responses were categorized into four major groups. The most frequent category of criterion listed was availability of the intern/need of the school; 27 (38%) of the responding superintendents listed this as the major criterion. The other two criteria most frequently cited were proposals from the staff (26.7% listed this criterion) and interest expressed in the school (15.5%). A further criterion, listed eight times, was specific skills of the intern.

One hundred and thirteen of the 121 respondents answered the question asking how many interns were employed in their jurisdictions during 1985-86; 28 of these had no interns in 1985-86; 25 jurisdictions had only one intern each. Two jurisdictions had had more than 100. The median number of interns per jurisdiction in 1985-86 was three. The total number in those 113 jurisdictions was 741.

According to responses from those 113 jurisdictions, 503 (67.9%) of the 741 interns completed the full year of internship. For example, in the jurisdiction which had 169 interns in 1985-86, 123 (72.8%) of these interns completed the full year of internship.

Changes in policies. Of the 121 superintendents who responded to the survey, only 23 indicated that they had made changes in the assignments of their interns in 1986-87. Some comments imply referred to assignments in subjects areas or grade levels different from the previous year. More specific changes included clarifying interns' responsibilities, providing wider-ranging responsibilities or more orderly progression of responsibilities, providing for more input from interns, and eliminating "negative experiences."

Sixteen superintendents indicated that they had made changes in the supervision of interns, primarily by increasing the amount of supervision or by involving specific persons in the supervision process. Two superintendents indicated that they had planned more inservice activities this year for supervising teachers, and one district changed its coaching model by using the Professional Development Grant to hire an external coach for 10-12 sessions on supervision and to release teachers for inservice on supervision.

Thirteen superintendents indicated that changes had been made in the policies for selecting supervising teachers; this year, more supervising teachers were to be selected by school principals and/or central office personnel. A few districts mentioned that there would be fewer supervising teachers this year. Twelve superintendents indicated that changes had been made to provide support for supervising teachers. Most responding jurisdictions said that there would be additional inservice this year for supervising teachers. Only two said that they would be offering no special support for supervising teachers.

Factors hindering development of interns. Finally, the superintendents were asked to list major factors hindering optimum development of interns in their school jurisdictions. In total there were 88 comments; 15 referred to a lack of applicants or a lack of applicants who matched their particular needs (e.g., French immersion, specific religious beliefs), and 14 superintendents mentioned the difficulty of enticing applicants to rural or northern jurisdictions. The next largest category of responses (n = 13) referred to shortages of funds and personnel for inservice programs, and nine superintendents referred to a lack of administrative and supervisory time. The lack of clarity in Provincial Guidelines was mentioned by eight superintendents. A number of other factors were listed two or three times--for example, the parochial nature of schools, lack of interaction due to distances, inadequate supervision of interns, poor quality of applicants, and limited teaching openings.

Policy Alternatives

This section of the survey was identical to that administered to all other stakeholder groups. However, because this was done as a mailed survey rather than in person, there were fewer comments and clarifying remarks. The results of superintendents' ratings are shown in Tables 5.1 to 5.16; these tables list the percentages of superintendents who chose each response and, where appropriate, indicate the mean ratings of responses on 1-5 scales. (See Appendix B for tables with the designation "a.")

Superintendents' ratings of the alternative internship models are shown in Tables 5.1 and 5.1a. There appears to be no strong preference among superintendents for any of the first four internship alternatives. However, the first option, to continue the internship program as it now exists, was ranked highest over all; approximately twice as many respondents agreed with the statement as those who disagreed with it. Introducing an optional internship as part of a B.Ed. program was ranked lowest. In general, superintendents appeared to be more supportive of internships within B.Ed. programs than of those which follow the B.Ed. program.

There was little support for introducing regulations requiring assignment of beginning teachers to competent supervising teachers and for requiring that beginning teachers be given reduced teaching loads. Indeed, more than two-thirds of the respondents disagreed with the latter proposal. There was strong disagreement with the statement about the possibility of discontinuing the current internship program and reverting to the 1984-85 situation.

Certification of interns. Superintendents supported the existing situation of interns being eligible for permanent certification after two years of satisfactory teaching following internship; fully 96% of the respondents agreed with that statement (see Tables 5.2 and 5.2a). There was strong disagreement with the idea of permanent certification following internship and little agreement with the idea that one year of successful teaching following internship would be adequate for certification.

Table 5.1

Percentages of Agreement and Disagreement with Policy Alternatives
(Survey of Superintendents)

Alternative		n	Disagree	Agree
1. Continue optional post-B.Ed. internship	E	102	27	59
	S	101	26	60
2. Introduce compulsory post-B.Ed. internship	E	101	44	42
	S	101	41	47
3. Introduce optional internship as part of the B.Ed. program	E	100	53	29
	S	100	52	29
4. Introduce compulsory internship as part of the B.Ed. program	E	100	53	37
	S	100	51	38
5. Assign beginning teachers to highly competent supervisors	E	104	43	41
	S	105	44	42
6. Reduce teaching load of beginning teachers	E	103	62	25
	S	104	61	23
7. Discontinue current internship program	E	103	84	10
	S	104	84	9

Disagree = % either Strongly Disagree or Disagree;
Agree = % either Strongly Agree or Agree.

E = Elementary; S = Secondary.

Table 5.2

Percentages of Agreement and Disagreement with Alternatives for Permanent Certification (Survey of Superintendents)

Alternative for Permanent Certification	n	Disagree	Agree
1. Following satisfactory completion of internship	96	94	5
2. Following internship and one year of satisfactory internship	99	45	29
3. Following internship and two years of satisfactory teaching	104	14	77

Disagree = % either Strongly Disagree or Disagree;
Agree = % either Strongly Agree or Agree.

Salary and salary credit. Most superintendents (78%) stated that interns should receive 75% of a beginning teacher's salary (see Table 5.3). All but two of the remaining respondents indicated that interns should receive 50% of a beginning teacher's salary. There was much less agreement, however, on the extent to which the internship should count for credit. Approximately one-half of the superintendents believed that internship should count for some credit, but 13% considered that it should be given full credit and one-third suggested that no credit be given (see Table 5.4).

Guidelines and policies and administration. Superintendents appear to believe that Alberta Education and school systems together should have the major responsibility for establishing internship guidelines and policies (see Table 5.5). The universities, the ASTA and the ATA were ranked much lower, although superintendents indicated that the universities and the ATA should have some involvement.

The rankings were similar with respect to superintendents' opinions about who should be responsible for administering the internship program (see Table 5.6), except that they assigned much greater responsibility to school systems. They saw little involvement for the universities, the ATA or the ASTA.

Length of internship. As indicated in Table 5.7, a full year of internship was the clear preference of superintendents; 94% chose this time period.

Teaching load. Superintendents saw the teaching load of interns as increasing progressively (see Table 5.8). Three-quarters of the superintendents believed that, at the beginning of internship, interns should be teaching less than 60% of the time. There was greater variation in responses to the question on how much interns should be teaching mid-way through the internship, but over two-thirds of the superintendents indicated that teachers should be teaching at least 60% of the time. Virtually all respondents believed that interns should be teaching more than 60% of the time by the end of internship; two-thirds of those indicated that interns should teach 80% or more of the full-time teaching load.

Activities of interns. Superintendents believed that interns should participate in virtually all of the activities listed in Tables 5.9 and 5.9a. Strongest support was assigned to participating in professional development activities, observing and teaching at different grade levels and in different subject areas, and interacting with other

Table 5.3

Preferences about Salary of Interns (Survey of Superintendents)

Percentage of Beginning Teacher's Salary That Interns Should Receive	f	%
25%	--	--
50%	22	20
75%	84	78
100%	2	2
Total	108	100

Table 5.4

Preferences about Salary Grid Credit for Internship Experience (Survey of Superintendents)

Amount of Salary Grid Credit Awarded for Internship Experience	f	%
None	38	35
Partial	56	52
Full	14	13
Total	108	100

Table 5.5

Preferences about Degree of Responsibility of Organizations in Developing Internship Policy and Guidelines
(Survey of Superintendents)

Organization	n	Major Responsibility %	Some Involvement %	Not Involved %	Rank*
1. Alberta Education	109	74	26	--	1
2. Alberta School Trustees' Association	107	3	63	35	5
3. Alberta Teachers' Association	109	6	79	15	4
4. Universities	108	12	78	10	3
5. School systems	109	46	53	1	2

*Based on weighting of 3 assigned to major responsibility, 2 to some involvement, and 1 to not involved.

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some" and "none."

Table 5.6

Preferences about Degree of Responsibility of Organizations in Administering the Internship
(Survey of Superintendents)

Organization	n	Major Responsibility %	Some Involvement %	Not Involved %	Rank*
1. Alberta Education	106	34	58	8	2
2. Alberta School Trustees' Association	105	2	30	68	5
3. Alberta Teachers' Association	105	5	49	47	4
4. Universities	107	12	57	31	3
5. School systems	108	93	6	1	1

*Based on weighting of 3 assigned to major responsibility, 2 to some involvement, and 1 to not involved.

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some" and "none."

Table 5.7

Preferences about Length of Internship (Survey of Superintendents)

Length of Internship	f	%
1. Quarter year	--	--
2. Half year	4	4
3. Full year	102	94
4. More than one year	--	--
5. Other	2	2
Total	108	100

Table 5.8

Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers, at Beginning, Middle, and End of Internship (Survey of Superintendents)

Stage of Internship	n	Less than 20%	20-39%	40-59%	60-79%	80%+	No Guidelines Needed
At the beginning of the internship	108	6	35	32	14	3	9
About mid-way through the internship	108	--	3	25	49	14	9
Approaching the end of the internship	108	--	1	1	27	56	15

Table 5.9

Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate (Survey of Superintendents)

Activities	n	Disagree	Agree
1. Observation, analysis and discussion of teaching at different grade levels	107	7	86
2. Observation, analysis and discussion of teaching in different subject areas	107	8	81
3. Teaching at different grade levels	107	5	82
4. Teaching in different subject areas	107	7	80
5. Teaching the same class or classes for a period of several months	107	14	62
6. Organization of extra-curricular activities	107	12	63
7. Professional development activities at the system and/or provincial level	107	8	87
8. In-school professional development activities	107	4	93
9. Interviews with parents about progress of students	107	7	82
10. Field trips	107	7	73
11. School committee meetings	107	17	67
12. Observation of the work of school administrators, counsellors, support staff	107	18	61
13. Assistance in the library or resource room	106	23	49
14. ATA teacher induction activities	99	24	43
15. Interacting with other interns in formal workshops focusing on the internship	106	7	80

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree.

interns; as indicated in Table 5.9, more than 80% of the superintendents agreed with each of these statements. Least support was given to participating in ATA induction activities, assisting in the library, organizing extracurricular activities, and observing the work of school administrators, support staff and counsellors.

Supervision and evaluation of interns. Superintendents strongly believed that interns should be directly accountable to their school principals; 83% of the respondents agreed with that statement (see Tables 5.10 and 5.10a). There was considerable variation with respect to whether or not each intern should work with one supervising teacher or with from two to four supervising teachers; on both of these items responses were almost evenly distributed along the continuum from strongly disagree to strongly agree (see Table 5.10a).

With respect to feedback and evaluation of interns (see Table 5.11), there was strong support for the idea that Provincial Guidelines should specify that feedback be provided to interns; 87% of the respondents agreed with that statement. There was only moderate support for the idea that there should be a standard set of criteria for evaluating interns throughout Alberta; also, on this item respondents were almost evenly distributed along the continuum from strongly disagree to strongly agree.

With respect to who should be involved in the formal evaluation of interns (see Table 5.12), respondents believed that the principal and the supervising teacher(s) should be involved to a large extent; 85% recorded considerable involvement for the principal and 79% indicated considerable involvement for the supervising teacher(s). In the matter of evaluation, superintendents saw minimal involvement for central office supervisors and even less for superintendents.

There was no consensus among superintendents about who should have final authority for formal evaluation of interns. Almost half suggested that it should be the principal (see Table 5.13) with the remainder almost evenly divided among the supervising teacher(s), central office personnel and the superintendent.

Opinions regarding Provincial Guidelines about supervising teachers. Superintendents appear not to hold strong views about supervising teachers (see Tables 5.14 and 5.14a). Two-thirds of the respondents agreed that Provincial Guidelines should specify minimum qualifications for supervising teachers, and 78% agreed that guidelines should specify minimum competency criteria. However, fewer than half of the superintendents believed that school

Table 5.10

Percentages of Agreement and Disagreement with Approaches to Supervision of Interns (Survey of Superintendents)

Supervisory Alternative	n	Disagree	Agree
1. Directly accountable to the principal	107	8	83
2. One supervising teacher	107	31	50
3. Two to four supervising teachers	106	35	53

Disagree = % either Strongly Disagree or Disagree;
Agree = % either Strongly Agree or Agree.

Table 5.11

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns (Survey of Superintendents)

Possible Guideline	n	Strongly Disagree 1	2	3	4	Strongly Agree 5	Mean	SD
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	108	5	3	6	24	63	4.38	1.04
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	108	21	9	18	33	18	3.18	1.42

Table 5.12

Preferences about Extent of Involvement of Different Personnel in Formal Evaluation of Interns (Survey of Superintendents)

Personnel	n	Not at All 1	2	3	4	To a Large Extent 5	Mean	SD
1. Principal or other in-school administrator	108	1	2	12	25	60	4.42	0.84
2. Supervising teacher(s)	107	4	2	15	24	55	4.25	1.03
3. Central office supervisor(s)	104	11	18	33	22	16	3.15	1.21
4. Superintendent (or designate)	104	17	26	26	18	12	2.83	1.27

Table 5.13

Preferences about Final Authority for Formal Evaluation of Interns (Survey of Superintendents)

Evaluator	f	%
1. Principal or other in-school administrator	51	49
2. Supervising teacher(s)	16	15
3. Central office supervisor(s)	13	12
4. Superintendent (or designate)	21	20
5. Other, or a combination	4	4
Total	105	100

Table 5.14

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Supervising Teachers (Survey of Superintendents)

Possible Guidelines	n	Disagree	Agree
1. Specification of minimum academic qualifications for supervising teachers	107	23	65
2. Specification of minimum competency criteria for supervising teachers	107	17	78
3. Specification that supervising teachers be given a reduced teaching load	108	57	22
4. School systems should be responsible for providing supervisory training for supervising teachers	106	25	48
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	104	28	47

Disagree = % either Strongly Disagree or Disagree;
Agree = % either Strongly Agree or Agree.

systems should be responsible for providing training for supervising teachers, and only 47% believed that training in supervision should be required of all supervising teachers; 28% of the respondents disagreed with this view. There was even less support for the idea that supervising teachers be given reduced teaching loads; more than half of the respondents disagreed with this statement.

According to the superintendents, selection of supervising teachers should be largely a responsibility of the principal (see Table 5.15). On the five-point scale from 1 "Not at all" to 5 "To a large extent," the mean for principals was 4.80. Respondents saw the superintendent as having the next greatest responsibility (mean = 3.94). Teachers in the school school should be involved to a much smaller extent (mean = 2.68) and respondents saw very little involvement for Alberta Regional Offices of Education (mean = 1.52), the ATA (mean = 1.29), the universities (mean = 1.43) or the ASTA (mean = 1.14).

Overall rating. Overall, superintendents continued to rate the internship highly (see Table 5.16); 81% of the respondents assigned it a 7 or more on the 10-point scale, and only 7% rated it at 5 or less. The mean rating given was 8.00.

Summary Statement

In the opinion of the 121 superintendents who responded to the survey, qualifications and needs of interns did not figure prominently in decisions about employing interns. The decisions appeared to be made primarily on the basis of school needs and staff proposals. Most school jurisdictions appeared to be happy to take whatever interns they could get. Few jurisdictions made changes for the 1986-87 year; a few increased the amount of supervision of interns; some (13) jurisdictions changed the mechanism for selecting supervising teachers and a few (12) provided additional inservice for supervising teachers.

In the opinion of the superintendents, the major factors hindering optimum development of interns were the lack of applicants (15 comments), the difficulty of enticing interns to northern and rural jurisdictions (14 comments), a lack of funds for inservice (13 comments), shortage of time (9 comments) and unclear guidelines (8 comments).

Table 5.15

Preferences about Extent of Involvement of Individuals or Organizations in Selection of Supervising Teachers (Survey of Superintendents)

Individual/ Organization	n	Mean	SD
1. Principal	107	4.80	0.44
2. Teachers in the school	106	2.68	1.22
3. Superintendent (or designate)	105	3.94	1.27
4. Alberta Regional Office of Education	105	1.52	0.81
5. Alberta Teachers' Association	104	1.29	0.62
6. Universities	104	1.43	0.77
7. Alberta School Trustees' Association	104	1.14	0.47

The scale used was 1 "Not at all" to 5 "To a large extent."

Table 5.16

Perceptions about the Value of Internship as a Means of Facilitating the Transition from Student to Professional Teacher
(Survey of Superintendents)

Value	f	%
10 Highly valuable	24	29
9	--	--
8	25	30
7	18	22
6	2	2
5	3	4
4	1	1
3	--	--
2	1	1
1 No value	1	1
Unable to judge	7	8
Total	82	98
Mean	8.00	

Policy Options

The following is a point-form summary of the opinions of the sample of Alberta superintendents regarding the various internship policy alternatives.

1. Continuing the internship. Clearly, superintendents do not wish to revert to the pre-1985 situation in which there was no internship, but there was considerable variation of opinion about which model of internship is preferable. There was most support for an optional internship program which follows a B.Ed. degree; there was little support for internship programs within university programs.

2. Loads of beginning teachers. Superintendents did not agree that beginning teachers should have reduced teaching loads, and they were evenly divided on the question of assigning beginning teachers to competent supervisors.

3. Permanent certification. Superintendents strongly favored+ the existing policy regarding certification of teachers; that is, they should be eligible only after two years of successful teaching following internship.

4. Salary of interns. Superintendents believed that interns should receive approximately 75% of a beginning teacher's salary and approximately half considered that internship should count for "some" credit on the salary grid for teachers.

5. Length of internship. There was strong support for a full year of internship.

6. Responsibility for establishing guidelines. Superintendents thought that Alberta Education should be primarily responsible for establishing internship guidelines and policies but there should be considerable input from the ATA and from the universities.

7. Responsibility for administering internship. Superintendents expressed more support for shared responsibility in establishing the guidelines than for administering them. They indicated that school systems should be primarily responsible for administering the policies, with some involvement by Alberta Education and the universities.

8. Teaching load. Superintendents supported the concept of a reduced teaching load at the beginning of the internship, progressing to a teaching load of 60% or more toward the end of the internship.

9. Internship activities. Superintendents supported interns' participation in virtually all of a range of 15

specified activities. They appeared to be supportive of interns receiving a variety of experiences. They gave somewhat less support to continuity of experiences, attendance at staff meetings, ATA activities and observing the work of support or administrative and resource staff members.

10. Supervision of interns. There was strong support for having interns directly accountable to their principals, but superintendents' opinions were evenly divided as to whether each intern should work primarily with one or with two to four supervising teachers.

11. Feedback and evaluation. There was strong support for establishing guidelines specifying that feedback be provided to interns, but only moderate support for a standard set of criteria for evaluating interns. There was no consensus on who should have final authority for formal evaluation of interns; however, approximately half of the superintendents believed that is the principal's responsibility.

12. Supervising teachers. Superintendents were only moderately in favor of assisting and training supervising teachers. They believed that there should be criteria for selecting supervising teachers and that the supervisors should be selected primarily by the principals and superintendents. There was little support for the idea of reduced teaching loads for supervising teachers.

13. Overall value of the internship. Superintendents gave a high rating to the internship, scoring it an average of 8.0 on a 10-point scale.

APPENDIX A

SURVEY FOR SUPERINTENDENTS

The
University of
Lethbridge

4401 University Drive
Lethbridge, Alberta, Canada
T1K 3M4

FACULTY OF EDUCATION
RESEARCH, EVALUATION and
DEVELOPMENT CENTRE
(403) 329-2424

November 19, 1986.

Dear Superintendent,

As indicated in recent letters to you from Dr. Irving Hastings and Dr. Reno Bosetti, we are once again soliciting input for this year's evaluation of the Initiation to Teaching (Internship) Project.

Enclosed is a two-part survey which we are asking you to complete and return to us not later than December 5. We have enclosed a stamped self-addressed envelope for the return of your survey.

Part I of the survey is very brief and is to be completed only by Superintendents. Part II asks for your opinions about various policy alternatives and guidelines. This portion of the survey is somewhat lengthy, but we believe your input to be very important. All stakeholder groups are being asked to respond to Part II.

On behalf of the Evaluation team, which is headed by Dr. E. Ratsoy of the University of Alberta, thank you very much for your cooperation. We do appreciate it.

Yours sincerely,

Myrna Greene

Myrna L. Greene, Ph.D.,
Director, Education Research,
Evaluation & Development Centre.

Frank Sovka

Frank J. Sovka, Ph.D.,
Associate Professor,
Faculty of Education.

MLG:bcs/5.13

INITIATION TO TEACHING PROJECT
SUPERINTENDENT SURVEY; FALL, 1986

Part I

1. What is the size of your school jurisdiction?
   Number of schools? _____ Number of teachers? ____

2. How many Interns are currently employed in your school jurisdiction? _____

3. How many of your schools have been assigned two or more Interns? _____

4. What criteria were used in selecting schools to which Interns were assigned?

   ____

   ____

5. How many Interns were employed in your school jurisdiction during 1985-86? ____

6. How many of the 1985-86 Interns completed the full year (September-June) of Internship? _____

7. Please indicate whether your school jurisdiction has made significant changes for the 1986-87 year in relation to each of the following. If changes have been made briefly indicate the nature of those changes.

Changes?

a. assignment of Interns Yes No

____

____

b. supervision of Interns Yes No

____

____

c. selection of Supervising Teachers Yes No

____

____

d. support for Supervising Teachers (e.g., release time, additional pay, additional inservice) Yes No

____

____

8. Please list the major factors hindering optimal Intern development in your school jurisdiction.

9. Please list the names of all your 1985-86 Interns who were hired as regular Beginning Teachers in your jurisdiction in 1986-87. Please identify any that are part time. (Use back of page if necessary).

10. Please list also the names of your 1986-87 Beginning Teachers who had served as an Intern in another jurisdiction in 1985-86. (Use back of page if necessary).

PART II: Future of Internship

Using the five-point scale provided, please rate each of the following policy alternatives concerning the preparation of beginning Elementary teachers (including ECS) and beginning Secondary teachers in Alberta. Circle the appropriate number. (Answer both parts for each item.)

1 - Strongly Disagree (SD) 5 - Strongly Agree (SA) 0 - Can't tell

Alternatives		SD				SA	Can't tell	Office Use Only (1-35)
1. Continue the optional (voluntary) Internship Program following either the B.Ed. or B.Ed. After Degree programs as in 1985-86 and 1986-87.	For elementary teachers	1	2	3	4	5	0	36
	For secondary teachers	1	2	3	4	5	0	37
2. Introduce a compulsory Internship Program for Beginning Teachers to follow either the B.Ed. or B.Ed. After Degree programs.	For elementary teachers	1	2	3	4	5	0	38
	For secondary teachers	1	2	3	4	5	0	39
3. Introduce an optional internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5	0	40
	For secondary teachers	1	2	3	4	5	0	41
4. Introduce a compulsory internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program.	For elementary teachers	1	2	3	4	5	0	42
	For secondary teachers	1	2	3	4	5	0	43
5. Introduce provincial regulations requiring that each Beginning Teacher be assigned to a highly competent Teacher Supervisor.	For elementary teachers	1	2	3	4	5	0	44
	For secondary teachers	1	2	3	4	5	0	45
6. Introduce provincial regulations requiring that each Beginning Teacher be given a reduced teaching load.	For elementary teachers	1	2	3	4	5	0	46
	For secondary teachers	1	2	3	4	5	0	47
7. Discontinue the current optional Teacher Internship Program and revert to the 1984-85 situation.	For elementary teachers	1	2	3	4	5	0	48
	For secondary teachers	1	2	3	4	5	0	49

CERTIFICATION

If a Teacher Internship Program were to continue, please indicate your extent of agreement with each of the following possible routes for Permanent Certification.

Teacher Interns should be eligible for Permanent Certification following:	SD				SA	Can't tell	Office Use Only
1. Satisfactory completion of the Internship.	1	2	3	4	5	0	50
2. One year of satisfactory teaching following the Internship.	1	2	3	4	5	0	51
3. Two years of satisfactory teaching following the Internship.	1	2	3	4	5	0	52

SALARY AND SALARY CREDIT

If a Teacher Internship Program were to continue, and assuming a reduced teaching load and reduced responsibilities for Teacher Interns (when compared with regular full-time teachers), which response do you favor for each of these two questions?

			Office Use Only
1.	**Approximately what percentage of a Beginning Teacher's salary should a Teacher Intern receive?**	1. ____ 25% 2. ____ 50% 3. ____ 75% 4. ____ 100%	53
2.	**To what extent should the Teacher Internship experience count for credit on the teacher salary grid?**	1. ____ Not at all 2. ____ Partial credit 3. ____ Full credit	54

ADMINISTRATION OF THE TEACHER INTERNSHIP PROGRAM

If a Teacher Internship Program were to continue, to what extent should each of the following be responsible for establishing the policy and guidelines for the Internship Program? Use one check mark for each item below.

Organization(s)	1. Have major Respon-sibility	2. Some Involvement (e.g., giving advice)	3. Not Directly Involved	Office Use Only
1. Alberta Education	___	___	___	55
2. Alberta School Trustees' Association	___	___	___	56
3. Alberta Teachers' Association	___	___	___	57
4. Universities	___	___	___	58
5. School Systems	___	___	___	59

If a Teacher Internship Program were to continue, to what extent should each of the following be responsible for administering the program (e.g., program plans, recruitment, selection, placement, professional development, monitoring, evaluation, remediation of interns)? Use one check mark for each item below.

Organization(s)	Have major Respon-sibility	Some Involvement (e.g., giving advice)	Not Directly Involved	Office Use Only
1. Alberta Education	___	___	___	60
2. Alberta School Trustees' Association	___	___	___	61
3. Alberta Teachers' Association	___	___	___	62
4. Universities	___	___	___	63
5. School Systems	___	___	___	64

Office
Use
Only

LENGTH OF THE TEACHER INTERNSHIP

If a Teacher Internship Program were to continue, what should be the length of the Teacher Internship?

1. ___ quarter year
2. ___ half year
3. ___ full year
4. ___ more than one year
5. ___ other (specify)

____

65

TEACHING LOAD

If a Teacher Internship Program were to continue, what Provincial Guidelines would you recommend concerning teaching load for Interns compared with the teaching load of a full-time teacher?

		Office Use Only
1. At the beginning of the Internship period?	1. ___ less than 20% 2. ___ 20% to 39% 3. ___ 40% to 59% 4. ___ 60% to 79% 5. ___ 80% and over 6. ___ no Provincial Guidelines needed	66
2. About mid-way through the Internship?	1. ___ less than 20% 2. ___ 20% to 39% 3. ___ 40% to 59% 4. ___ 60% to 79% 5. ___ 80% and over 6. ___ no Provincial Guidelines needed	67
3. Approaching the end of the Internship?	1. ___ less than 20% 2. ___ 20% to 39% 3. ___ 40% to 59% 4. ___ 60% to 79% 5. ___ 80% and over 6. ___ no Provincial Guidelines needed	68

INTERN ACTIVITIES

If a Teacher Internship Program were to continue, should Provincial Guidelines specify that the Teacher Intern participate in each of the following activities?

	Activities	SD				SA	Can't Tell	Office Use Only
1.	Observation, analysis and discussion of teaching at different grade levels.	1	2	3	4	5	0	69
2.	Observation, analysis and discussion of teaching in different subject areas.	1	2	3	4	5	0	70
3.	Teaching at different grade levels.	1	2	3	4	5	0	71
4.	Teaching in different subject areas.	1	2	3	4	5	0	72
5.	Teaching the same class or classes for a period of several months.	1	2	3	4	5	0	73
6.	Organization of extra-curricular activities.	1	2	3	4	5	0	74
7.	Professional development activities at the system and/or provincial level.	1	2	3	4	5	0	75
8.	In-school professional development activities.	1	2	3	4	5	0	76
9.	Interviews with parents about progress of students.	1	2	3	4	5	0	77
10.	Field trips.	1	2	3	4	5	0	78
11.	School committee meetings.	1	2	3	4	5	0	79
12.	Observation of the work of school administrators, counsellors, support staff.	1	2	3	4	5	0	80
13.	Assistance in the library or resource room.	1	2	3	4	5	0	81
14.	ATA teacher induction activities.	1	2	3	4	5	0	82
15.	Interacting with other Teacher Interns in formal workshops focusing on the Internship.	1	2	3	4	5	0	83

SUPERVISION OF TEACHER INTERNS

If a Teacher Internship Program were to continue, should Provincial Guidelines specify that each Teacher Intern:

		SD				SA	Can't Tell	Office Use Only
1.	Be directly accountable to the Principal or Head Teacher of the school to which the Intern is assigned?	1	2	3	4	5	0	84
2.	Work with one Teacher Supervisor for the duration of the Internship (even though other teachers may be involved with the Intern)?	1	2	3	4	5	0	85
3.	Work with at least two and not more than four Teacher Supervisors during the Internship?	1	2	3	4	5	0	86

FEEDBACK AND EVALUATION

Assuming that a Teacher Internship Program were to continue, please indicate your opinions on these matters.

Option	SD				SA	Can't Tell	Office Use Only
1. Provincial Guidelines should specify that feedback be provided to Teacher Interns along with discussions on how to improve performance.	1	2	3	4	5	0	87
2. Provincial Guidelines should specify a standard set of criteria for evaluating Teacher Interns throughout Alberta.	1	2	3	4	5	0	88
3. Provincial Guidelines should specify that supervisors of Teacher Interns be given a reduced teaching load because of their supervisory responsibilities.	1	2	3	4	5	0	89

4. To what extent should each of the following be involved in the formal (written) evaluation of Teacher Interns?

Evaluator	Not at All				To a Large Extent	Can't Tell	
a. Principal or other in-school administrator	1	2	3	4	5	0	90
b. Teacher Supervisor(s)	1	2	3	4	5	0	91
c. Central Office Supervisor(s)	1	2	3	4	5	0	92
d. Superintendent (or designate)	1	2	3	4	5	0	93

5. Who should have the final authority for the formal (written) evaluation of Teacher Interns? (Check one only.) — 94

1. ___ Principal or other in-school administrator
2. ___ Teacher Supervisor(s)
3. ___ Central Office Supervisor(s)
4. ___ Superintendent
5. ___ Other (please specify)

____

SELECTION AND TRAINING OF TEACHER SUPERVISORS

Assuming that a Teacher Internship Program were to continue, please indicate your opinions on these matters.

	Options	SD				SA	Can't Tell	Office Use Only
1.	Provincial Guidelines should specify minimum academic qualifications for Teacher Supervisors (such as the possession of a four-year B.Ed. degree or equivalent).	1	2	3	4	5	0	95
2.	Provincial Guidelines should specify minimum competency criteria for Teacher Supervisors (such as the possession of a Permanent Teaching Certificate and at least three years of successful teaching in Alberta).	1	2	3	4	5	0	96
3.	School systems should be responsible for providing supervisory training for Teacher Supervisors.	1	2	3	4	5	0	97
4.	Training in the form of short courses or university classes in supervision and effective teaching should be required of all Teacher Supervisors who supervise Teacher Interns.	1	2	3	4	5	0	98

5.	Indicate the extent to which each of the following should be involved in the selection of Teacher Supervisors:	Not at All				To a Large Extent	Can't Tell	
a.	Principal	1	2	3	4	5	0	99
b.	Teachers in the school	1	2	3	4	5	0	100
c.	Superintendent (or designate)	1	2	3	4	5	0	101
d.	Alberta Regional Offices of Education	1	2	3	4	5	0	102
e.	Alberta Teachers' Association	1	2	3	4	5	0	103
f.	Universities	1	2	3	4	5	0	104
g.	Alberta School Trustees' Association	1	2	3	4	5	0	105

OVERALL VALUE OF THE ALBERTA TEACHER INTERNSHIP

On the ten-point scale given below, please rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher.

Unable to Judge	No Value									Highly Valuable	Office Use Only
0	1	2	3	4	5	6	7	8	9	10	106

COMMENTS

APPENDIX B

TABLES 5.1a, 5.2a, 5.9a, 5.10a, and 5.14a

Table 5.1a

Extent of Agreement with Policy Alternatives
(Survey of Superintendents)

Alternative		n	1	2	3 %	4	5*	Mean	SD
1. Continue optional post-B.Ed. internship	E**	102	16	11	15	24	35	3.52	1.46
	S	101	17	9	15	22	38	3.54	1.49
2. Introduce compulsory post-B.Ed. internship	E	101	25	19	15	14	28	3.01	1.56
	S	101	24	17	13	16	31	3.13	1.58
3. Introduce optional internship as part of the B.Ed. program	E	100	32	21	18	18	11	2.55	1.39
	S	100	32	20	19	16	13	2.58	1.42
4. Introduce compulsory internship as part of the B.Ed. program	E	100	29	24	10	10	27	2.82	1.60
	S	100	31	20	11	10	28	2.84	1.63
5. Assign beginning teachers to highly competent supervisors	E	104	21	22	15	19	22	2.99	1.47
	S	105	21	23	14	19	23	3.00	1.48
6. Reduce teaching load of beginning teachers	E	103	40	22	14	15	10	2.32	1.38
	S	104	39	22	16	12	11	2.32	1.37
7. Discontinue current internship program	E	103	66	18	7	5	5	1.65	1.12
	S	104	67	17	7	4	5	1.62	1.09

*Responses were on a five-point scale of 1 "Strongly disagree" to 5 "Strongly agree."

**E = Elementary; S = Secondary.

Table 5.2a

Extent of Agreement with Alternatives for Permanent Certification
(Survey of Superintendents)

Alternative for Permanent Certification	n	1	2	3 %	4	5*	Mean	SD
1. Following satisfactory completion of internship	96	84	10	--	1	4	1.30	0.88
2. Following internship and one year of internship	99	27	18	25	8	21	2.78	1.48
3. Following internship and two years of satisfactory teaching	104	6	8	10	18	59	4.16	1.22

*Responses were on a five-point scale of 1 "Strongly disagree" to 5 "Strongly agree."

Table 5.9a

Extent of Agreement with Activities in Which Interns Should Participate
(Survey of Superintendents)

Alternative	n	1	2	3	4	5*	Mean	SD
				%				
1. Observation, analysis and discussion of teaching at different grade levels	107	3	4	8	36	50	4.25	0.96
2. Observation, analysis and discussion of teaching in different subject areas	107	3	5	11	39	42	4.13	0.98
3. Teaching at different grade levels	107	2	3	13	38	44	4.20	0.90
4. Teaching in different subject areas	107	2	5	14	45	35	4.06	0.92
5. Teaching the same class or classes for a period of several months	107	4	10	23	25	37	3.82	1.16
6. Organization of extra-curricular activities	107	6	6	26	36	27	3.73	1.10
7. Professional development activities at the system and/or provincial level	107	5	3	5	37	50	4.26	1.01
8. In-school professional development activities	107	2	2	3	26	67	4.55	0.80
9. Interviews with parents about progress or students	107	2	5	12	36	46	4.19	0.95
10. Field trips	107	3	4	21	33	40	4.04	1.01
11. School committee meetings	107	8	9	16	28	39	3.82	1.26
12. Observation of the work of school administrators, counsellors, support staff	107	3	15	22	34	27	3.67	1.11
13. Assistance in the library or resource room	106	8	15	28	36	13	3.32	1.12
14. ATA teacher induction activities	99	12	12	32	23	20	3.27	1.26
15. Interacting with other interns in formal workshops focusing on the internship	106	2	5	14	38	42	4.12	0.95

*Responses were on a five-point scale of 1 "Strongly disagree" to 5 "Strongly agree."

Table 5.10a

Extent of Agreement with Approaches to Supervision of Interns
(Survey of Superintendents)

		1	2	3	4	5*		
Alternative	n			%			Mean	SD
1. Directly accountable to the principal	107	4	4	10	20	63	4.34	1.06
2. One supervising teacher	107	11	20	19	26	24	3.33	1.34
3. Two to four supervising teachers	106	13	22	11	29	24	3.30	1.40

*Responses were on a five-point scale of 1 "Strongly disagree" to 5 "Strongly agree."

Table 5.14a

Extent of Agreement with Possible Provincial Guidelines about Supervising Teachers
(Survey of Superintendents)

Possible		1	2	3	4	5*		
Guideline	n			%			Mean	SD
1. Specification of minimum academic qualifications for supervising teachers	107	11	12	11	26	39	3.70	1.39
2. Specification of minimum competency criteria for supervising teachers	107	9	8	5	31	47	3.97	1.31
3. Specification that supervising teachers be given a reduced teaching load	108	26	31	21	13	9	2.49	1.26
4. School systems should be responsible for providing supervisory training for supervising teachers	106	10	15	27	26	22	3.33	1.26
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	104	12	16	24	31	16	3.22	1.26

*Responses were on a five-point scale of 1 "Strongly disagree" to 5 "Strongly agree."

CHAPTER 6

SURVEY OF SCHOOL-BASED PERSONNEL

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SURVEY OF SCHOOL-BASED PERSONNEL

Design of the Study

The chapter in Volume 1 on the Spring 1986 questionnaire survey of school-based personnel details the plan of and findings from a questionnaire study conducted by the evaluation team during the 1985-86 internship year. As reported in that chapter, questionnaires were sent to interns, principals of interns, supervising teachers, beginning teachers and principals of beginning teachers. Items for questionnaires for each of these groups were selected by the study team on the basis of research literature and experience with previous evaluation studies; and they were designed to investigate matters of importance for the respondents concerned.

Data from that earlier study were analyzed and compared with data derived from other sources. This information was then used to devise follow-up questionnaires for administration in the Fall of 1986--that is, during the early stages of the second year of the program. While some items--e.g., relating to demographic data, supervision, administration and evaluation--were included in both studies, the latter also contained items directed at policy issues that had been identified from a number of sources. This second questionnaire study therefore concentrated on these issues and on items which the first study had indicated to be of major concern.

In this Fall 1986 study, questionnaires were prepared for four groups of respondents: (1) principals of interns and of beginning teachers with internship experience; (2) supervising teachers; (3) interns; and (4) beginning teachers who had completed internships. As in the earlier study, some of the questionnaire items were directed specifically to individual groups, whereas others were of concern to several or all groups. For ease of presentation, the items on all four questionnaires have again been collapsed into a general questionnaire for inclusion as Appendix A; data sources for each item are indicated therein. Where relevant, information gleaned from the first study is incorporated in the present discussion of the data obtained from this second survey.

All questionnaires were mailed to respondents in November 1986. The analysis which follows was based on returns received by January 31, 1987.

Results

Demographic Data

Table 6.1 contains, by category of respondent, the number of questionnaires sent, the number returned and the percentage return rate. Principals appear as only one category as they all received the same questionnaire which contained some questions common to all groups as well as questions to be completed only if they had interns, beginning teachers (former interns) or both.

Table 6.1

Questionnaire Distribution and Return Rates

Category	Number Sent	Number Returned	Percentage Return Rate
Interns	429	328	76
Supervising teachers	429	343	80
Beginning teachers (Former interns)	290	173	60
Principals	590	475	81

Kinds of demographic information sought from respondents differed according to their categories and the purposes of the study. In certain circumstances, the same or similar questions were asked of multiple groups; for these items the data are presented collectively, both for readability and efficiency of reporting.

Question 1 asked all principals whether they each had one or more interns in school last year. A large majority (370) replied in the affirmative; a further 102 said that they had not had interns. Three principals did not answer this question.

Table 6.2 presents the type of school jurisdiction in which each respondent was employed at the time of the survey and the number of respondents, by position, working in each jurisdiction. It may be seen in this table that, for all respondent groups, more respondents were employed in public school districts than in any other kind of jurisdiction.

Table 6.2

Placement of Respondents by School Jurisdiction

	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
Type of Jurisdiction	f	%	f	%	f	%	f	%
County	85	18	64	19	57	18	45	27
Public school district	226	48	169	50	152	48	56	34
Protestant separate school district	10	2	5	2	8	3	9	6
Roman Catholic school district	78	17	57	17	60	19	26	16
School division	46	10	33	10	26	8	17	10
Regional school district	1	--*	--	--	2	1	2	1
Roman Catholic public school district	14	3	3	1	4	1	2	1
Consolidated school district	--	--	1	--*	1	--*	2	1
Private school	12	3	6	2	6	2	5	3
No response	3	--	5	--	12	--	9	--

Percentages are based on valid responses only, that is, excluding the "no response" category.
*Percentage is less than 0.5%

All respondents were asked to identify their schools' locations--either Calgary, Edmonton, other urban or rural. The results from this question appear in Table 6.3.

Table 6.3

Distribution of Respondents by School Location

School Location	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	f	%	f	%	f	%	f	%
Calgary	160	34	121	36	110	34	59	35
Edmonton	99	21	84	25	84	26	23	14
Other urban	64	14	45	13	45	14	22	13
Rural	149	32	91	27	88	27	66	39
No response	3	--	2	--	1	--	3	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Each respondent was asked to report the number of grade levels served by the school. The results from this question appear in Table 6.4. As was the case with the data appearing in last year's report, the dominant grade combinations for all respondent categories are K-6 or K-9. The category "other" reflects a great variety of different grade arrangements.

Each respondent was asked in question 5 to indicate the number of certificated teachers working in the school. The data from this question appear in Table 6.5; for ease of reporting, they have been collapsed into six categories. This information is almost identical to that found in last year's study; the majority of school staff sizes is compatible with numbers that are typical of K-6 and K-9 schools.

Table 6.4

Distribution of School Grade Levels Served

Grade Levels	Principals (n = 475) f	%	Supervising Teachers (n = 343) f	%	Interns (n = 328) f	%	Beginning Teachers (Former Interns) (n = 173) f	%
K - 6	207	44	153	45	136	42	68	40
1 - 6	28	6	21	6	11	3	12	7
7 - 9	40	9	33	10	37	11	5	3
K - 9	60	13	45	13	34	11	27	16
7 - 12	18	4	13	4	9	3	6	4
9 - 12	5	1	4	1	4	1	1	1
10 - 12	32	7	37	11	35	11	12	7
K - 12	14	3	10	3	15	5	13	8
1 - 12	17	4	8	2	3	1	2	1
Other	52	11	19	6	41	13	25	15
No response	2	--	--	--	3	--	2	--

*Percentages are based on valid responses only, excluding the "no response" category.

Table 6.5

School Size by Number of Certificated Teachers on Staff

Staff Size	Principals (n = 475) f	Principals (n = 475) %	Supervising Teachers (n = 343) f	Supervising Teachers (n = 343) %	Interns (n = 328) f	Interns (n = 328) %	Beginning Teachers (Former Interns) (n = 173) f	Beginning Teachers (Former Interns) (n = 173) %
1 - 9	62	13	39	12	42	16	25	18
10 - 19	182	39	118	37	81	31	48	34
20 - 39	192	41	132	42	109	41	53	38
40 - 69	23	5	16	5	20	8	12	9
70 and over	16	3	12	4	13	5	1	1
No response	--	--	26	--	63	--	34	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Questions 6 and 7, asked of principals only, requested them to indicate the numbers of beginning teachers with and without internship experience currently employed at their schools. The data obtained from these questions appear in Table 6.6.

Table 6.6

Number of Beginning Teachers per School With/Without Internship Experience

Number of Beginning Teachers in School	Beginning Teacher Category	
	With Internship Experience f	Without Internship Experience f
One	187	88
Two	31	31
Three	5	15
Four or more	1	10

Both the principals and beginning teachers (former interns) were asked in question 8 whether or not the beginning teachers (former interns) had completed the full year of internship. As the response rate by the principals to this question was low, only the beginning teacher (former intern) data are reported here. Ninety-seven (61%) of the beginning teachers (former interns) said they did complete the full year of internship and 62 (39%) said they did not.

In question 9 principals of interns and supervising teachers were asked how many interns were currently employed at their schools. As might be expected, the responses from the two respondent groups were almost identical; that is, 88% reported having only one intern each, 10% said they had two interns and 2% said they had three interns currently employed.

Item 10, given only to supervising teachers, asked if they had served as supervising teachers for interns during the 1985-86 year. One hundred and forty three (42%) said they had, and 199 (58%) said they had not acted in this capacity.

In question 11, interns and beginning teachers (former interns) were asked to report their sexes. As part of this question, interns were also asked to record the sex of their supervising teachers. This information appears in Table 6.7. The ratio of women to men among this year's interns, about three to one, is somewhat lower than the approximately four-to-one ratio reported last year.

Table 6.7

Distribution of Sexes of Supervising Teachers, Interns and Beginning Teachers with Internship Experience

	Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
Sex	f	%	f	%	f	%
Male	147	45	91	28	30	17
Female	177	55	236	72	143	83
No response	19	--	1	--	--	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Both the intern and beginning teacher (former intern) groups were asked: "At what institution did you complete your certification requirements?" Their responses are summarized in Table 6.8.

Question number 13 asked interns and beginning teachers (former interns) to indicate the year in which they obtained their Interim Professional Certification. The data from this item appear in Table 6.9. As was the case with responses obtained to this question last year, a few interns appear to have obtained their appointments despite having been certified in years prior to those specified by Alberta Education for eligibility for internship.

Table 6.8

Institutions Where Certification Requirements Were Completed

Institution	Interns (n = 328) f	Interns (n = 328) %	Beginning Teachers (Former Interns) (n = 173)	Beginning Teachers (Former Interns) (n = 173) %
University of Alberta	179	55	75	44
University of Calgary	118	36	81	47
University of Lethbridge	23	7	13	7
Other	5	2	2	2
No response	3	--	2	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Table 6.9

Years of Interim Certification of Interns and Beginning Teachers with Internship Experience

	Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
Year Certified	f	%	f	%
1986	284	87	9	5
1985	32	10	100	58
1984	8	2	44	26
1983	3	1	16	9
1982 or earlier	1	--*	3	2
No response	--	--	1	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

*Percentage is less than 0.5%

Questions 14 and 15 asked both interns and beginning teachers (former interns) "Which grade level(s) do you feel most comfortable teaching and at what grade level are you currently teaching?" Tables 6.10 and 6.11 display the responses. As both tables show, the relationship between preferred and actual teaching is strong.

Item 16 asked interns and beginning teachers (former interns) to report their ages as of September 1, 1986. The information obtained regarding this question appears in Table 6.12. As might be expected of newly graduated educators, a clear majority of both interns and beginning teachers (former interns) are within the category 25 years of age or younger.

Interns were asked approximately how much time they spent in classroom teaching at the beginning of the year. The results from this question appear in Table 6.13. It would appear that over one-third of the interns had initial teaching assignments far exceeding those recommended in the Provincial Guidelines.

Supervising teachers were also asked to indicate approximately how much time their interns were currently teaching. This information appears in Table 6.14. Again, as these data reflected workloads in December 1986, it appears that, in a substantial number of cases, Provincial Guidelines were not being adhered to; over 50% of the interns were reported as teaching more than 60% of the time.

Item 19 asked interns to indicate, on a scale from 1 ("not important") to 5 ("very important"), the role that six different factors played in the decision to pursue internship. A "no opinion" category was also provided. The percentage frequency distribution of responses is presented in Table 6.15. For clarity of presentation, the combined frequencies for categories 1 and 2 and for categories 4 and 5 are also presented.

The most significant reason for participating in the internship program related to the expectation that it would lead to permanent appointment. Furthermore, many took up internships because teaching positions were unavailable. It is also interesting to note that 46% of the respondents assigned ratings of 1 or 2 to the first item, suggesting that gaining experience beyond the practicum was not a significant factor for a substantial proportion of this group.

Special Funding

Principals of interns were asked whether they had plans to make use of the Special Professional Development Grant available for interns through the Initiation to Teaching

Table 6.10

Actual and Preferred Teaching Grade Levels of Interns (n = 328)

	Actual		Preferred	
Teaching Level	f	%	f	%
K - 3	94	30	101	33
4 - 6	103	33	100	32
Junior high	70	23	61	20
Senior high	42	14	49	16
No response	19	--	17	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Table 6.11

Actual and Preferred Teaching Grade Levels of Beginning Teachers with Internship Experience (n = 173)

	Actual		Preferred	
Teaching Level	f	%	f	%
K - 3	76	45	69	42
4 - 6	49	29	56	34
Junior high	28	16	26	16
Senior high	15	9	15	9
No response	5	--	7	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Table 6.12

Ages of Interns and Beginning Teachers with Internship Experience

	Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
Age	f	%	f	%
25 or under	234	71	109	63
26 - 30	49	16	48	28
31 - 35	21	8	10	6
36 and over	16	6	6	4
No Response	8	--	--	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Table 6.13

Reported Workloads of Interns at the Beginning of the Internship
(n = 328)

Teaching Load	f	%
One quarter time	97	30
Half time	112	35
Three quarter time	77	24
Full time	36	22
No response	6	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Table 6.14

Supervising Teachers' Reports of Current Workloads of Interns, Expressed as Percentages of the Regular Teaching Load
(n = 343)

% of Regular Teaching Load	f	%
0 - 19	11	3
20 - 39	40	12
40 - 59	108	32
60 - 79	119	36
80 and over	57	17
No response	8	--

Percentages are based on valid responses only, that is, excluding the "no response" category.

Table 6.15

Reasons Provided by Interns for Participating in the Internship Program
(n = 328)

	Percentage Frequency							
Reason for Participation	Not Important 1	2	3	4	Very Important 5	No Opinion	Low Importance (1+2)	High Importance (4+5)
1. More experience needed than that provided by the practicum	31	15	15	12	20	7	46	32
2. More experience wanted to increase self confidence	24	10	16	17	31	2	34	48
3. Expected internship to lead to a permanent position	2	5	8	18	65	2	7	83
4. Expected internship to become a requirement for a permanent position	22	9	15	15	27	12	31	42
5. I was offered a beginning teacher appointment that was not suitable	30	2	2	4	6	56	32	10
6. I was unable to obtain a teaching position	12	4	7	9	53	15	16	62

Project. Ninety percent (n = 364) of the respondents responded "yes"; of those, 320 further responded that the money would be utilized at the school level; 122 indicated that it would be used at the board level; 89 stated that it would be used outside the system; and 4 checked "other." (These numbers totalled more than the number of respondents, for some checked multiple categories.

Placement, Orientation and Pre-service Preparation

Principals and supervising teachers were invited to indicate whether or not interns and beginning teachers had been placed appropriately in terms of their teaching specializations. Supervising teachers "strongly agreed" (mean = 4.03 and SD = 1.24 on a five-point scale) that interns were appropriately placed. In response to a similar question regarding the placement of beginning teachers with internship experience, principals gave a rating of 4.03 (SD = 1.56) to this item. In general both groups appear to have been appropriately assigned.

Item 11 asked principals to indicate whether or not formal orientation programs had been instituted for beginning teachers and, if so, who had provided them. Positive responses were given by 77% of the principals. They also indicated in 89% of cases that orientation programs had been provided for interns. The majority (65%) of the orientation programs were provided by jurisdiction central offices; 26% were organized by the schools; and 8% by the ATA.

Principals were further asked to rate the levels of preparedness for teaching of beginning teachers with internship experience and of those who did not have such experience. Ratings ranged from 1 to 5, with 5 being high. For both groups, the means and standard deviations for the seven items in this set are presented in Table 6.16.

Table 6.16 indicates that principals feel that beginning teachers with internship are better prepared to begin teaching than are their counterparts without that experience. As a general guide, the overall means were 4.12 and 3.16, respectively, for the two groups. The greatest effect of the internship experience was said to be on the development of classroom management skills.

Supervising teachers, interns and beginning teachers (former interns) indicated how well they felt the interns were prepared to perform certain teaching skills at the time of commencing internship. Responses of supervising teachers

Table 6.16

Principals' Ratings of Preparation of Beginning Teachers With/Without Internship (n = 475)

Area of Preparation	Beginning Teachers (Former Interns)		Beginning Teachers (No Internship)	
	Mean	SD	Mean	SD
1. Relationships with students	4.27	0.78	3.21	1.10
2. Relationships with other teachers	4.31	0.80	3.26	1.10
3. Relationships with parents	3.88	1.04	2.73	1.14
4. Classroom management skills	4.06	0.84	2.92	1.05
5. Knowledge of subject matter	4.12	0.75	3.38	1.10
6. Knowledge of teaching strategies	4.01	0.84	3.11	1.01
7. General preparation for teaching	4.20	0.74	3.09	1.01

1 = Very poorly prepared; 5 = Very well prepared

regarding intern preparation are presented in Table 6.17. The results of interns' and beginning teachers' self-reports are presented in Table 6.18. In each case, responses were based on a five-point scale from 1 "very poorly prepared" to 5 "very well prepared."

Supervising teachers reported that interns were generally well prepared. On the other hand, items receiving the lowest scores were: "group students for instruction," "diagnose learner needs," "use pacing techniques," "arrange classroom learning environment" and "accommodate individual student differences." Even so, all but one skill level received mean ratings above the scale mean of 3.

Table 6.18 indicates that interns agreed substantially with supervising teachers. In addition, they felt concern about their ability to "diagnose learner needs" and "report student progress." Beginning teachers with internship experience felt more positive in all cases. It seems reasonable to conclude, therefore, that the internship experience had a positive impact on the neophytes' confidence about their entering skill levels.

A similar item was used in the 1985-86 study. Overall ratings were similar, but it is worth noting that beginning teachers in that study rated their overall level of preparedness at 3.44 (SD = .74), whereas the mean for beginning teachers with internship was 3.98 (SD = .75). This again lends weight to the belief that the internship has a beneficial effect on feelings of preparedness for teaching.

The fact that supervising teachers reported somewhat higher ratings for last year's interns in a number of areas may suggest that they are more discriminating. More likely this just reflects the fact that current evaluations were conducted much earlier in the school year, that is, about December this year versus April last year.

Supervision and Evaluation of Interns

Item 25 sought from principals and supervising teachers information about which personnel, other than supervising teachers, were and ought to be utilized in internship supervision. A summary of the responses of principals is presented in Table 6.19. Both "actual" and "preferred" responses ranged from 1, "very little involvement" to 5, "a great deal of involvement."

A similar item was designed for supervising teachers. In this case, however, provision was made to permit a response suggesting "no involvement," resulting in a six-point scale ranging from 1, "no involvement" to 5, "a great deal of involvement." Responses of this group are presented in Table 6.20.

Table 6.17

Supervising Teachers' Perceptions of Interns' Preparedness in Specific Teaching Skills (n = 343)

Teaching Skill	Level of Preparedness Mean	SD
Handle classroom routines	3.46	1.13
Control students	3.35	1.08
Give instructions	3.63	0.98
Specify objectives	3.62	0.99
Select content	3.52	1.05
Organize material	3.87	0.93
Develop lesson plan	3.92	1.08
Develop unit plan	3.49	1.40
Present information	3.69	0.99
Explain content	3.66	1.03
Use questioning techniques	3.42	1.12
Use pacing techniques	3.15	1.19
Summarize content	3.45	1.11
Utilize instructional media	3.66	1.13
Establish rapport with students	4.02	1.01
Motivate students	3.75	1.00
Accommodate individual student differences	3.28	1.15
Encourage student participation	3.87	0.94
Work with other staff	3.99	1.12
Group students for instruction	2.98	1.44
Arrange classroom learning environment	3.28	1.35
Diagnose learner needs	3.09	1.26
Prepare classroom tests	3.23	1.35
Evaluate student progress	3.52	1.07
Report student progress	3.50	1.16
Perform tasks of teaching (overall)	3.69	0.99

1 = Very poorly prepared; 5 = Very well prepared

Table 6.18

Perceptions of Interns and Beginning Teachers (Former Interns) of Their Own Preparedness in Specific Teaching Skills

	Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
Teaching Skill	Mean	SD	Mean	SD
Handle classroom routines	3.62	0.91	3.95	0.89
Control students	3.47	0.89	3.98	0.81
Give instructions	3.84	0.78	4.04	0.71
Specify objectives	3.79	0.88	3.83	0.86
Select content	3.42	0.98	3.69	0.89
Organize material	3.86	0.85	4.03	0.76
Develop lesson plans	4.22	0.79	4.24	0.74
Develop unit plans	3.69	1.03	3.86	0.91
Present information	3.94	0.72	4.06	0.65
Explain content	3.84	0.79	3.96	0.72
Use questioning techniques	3.63	0.91	3.90	0.85
Use pacing techniques	3.32	0.93	3.69	0.87
Summarize content	3.59	0.80	3.69	0.78
Utilize instructional media	3.58	0.98	3.76	0.93
Establish rapport with students	4.31	0.82	4.35	0.73
Motivate students	3.84	0.91	3.92	0.69
Accommodate individual student differences	3.36	0.99	3.50	0.98
Encourage student participation	3.90	0.81	4.01	0.72
Work with other staff	4.02	0.93	4.21	0.84
Group students for instruction	3.32	0.91	3.52	0.96
Arrange classroom learning environment	3.40	0.92	3.65	0.97
Diagnose learner needs	3.12	0.94	3.41	0.97
Prepare classroom tests	3.50	0.99	3.71	0.85
Evaluate student progress	3.48	0.95	3.68	0.84
Report student progress	3.32	0.99	3.66	0.98
Perform tasks of teaching (overall)	3.69	0.70	3.98	0.75

1 = Very poorly prepared; 5 = Very well prepared

Table 6.19

Actual and Preferred Supervisory Assistance for Interns, as Reported by Principals

	Actual			Desired		
Personnel	N	Mean	SD	N	Mean	SD
1. Teachers other than supervising teachers	405	3.05	1.12	393	3.36	1.11
2. Administrators in your school	412	3.64	1.05	402	3.80	0.98
3. Central Office personnel in your school system	405	2.40	1.15	389	2.68	1.18
4. Alberta Education Regional Office personnel	408	1.38	1.09	395	1.71	1.48

1 = Very little involvement; 5 = Involved a great deal.

Table 6.20

Actual and Preferred Supervisory Assistance for Interns, as Reported by Supervising Teachers

	Actual			Desired		
Personnel	N	Mean	SD	N	Mean	SD
1. Teachers other than supervising teachers	340	3.62	1.18	323	3.90	1.01
2. Administrators in your school	335	3.65	1.60	320	4.00	0.95
3. Central Office personnel in your school system	330	2.24	1.47	319	2.78	1.45
4. Alberta Education Regional Office personnel	323	0.84	1.08	317	1.67	1.48

0 = No Involvement; 5 = A Great Deal of Involvement.

Table 6.19 indicates that, further to the role performed by the supervising teachers, principals saw administrators and other teachers as playing an important role. A lesser role was assigned to central office personnel and Alberta Education Regional Office personnel. In all cases, somewhat greater involvement by all groups was seen as desirable. Examination of Table 6.20 suggests a pattern of responses from supervising teachers similar to that provided by principals. At the same time, both groups viewed the supervisory function as residing mainly in the hands of school personnel.

An associated item addressed the problem of who should be responsible for assessment of interns. The format for this item was similar to that used in the previous question. A summary of both groups' responses on a six-point scale is presented in Table 6.21. Both principals and supervising teachers considered that assessment is also largely a task for in-school personnel and that, generally, more input from all groups would be desirable.

A third question about supervision was directed toward interns and beginning teachers (former interns). Item 27 invited them to indicate their degrees of concern about certain aspects of induction into the profession and the extent to which assistance in these areas was available. Responses to this item are summarized in Table 6.22. Responses were on five-point scales in which 1 indicated "very little" concern or help available and 5 indicated "very great" concern or assistance available.

None of the items aroused major concern for current interns. Furthermore, help appears to have been available in all areas. The level of concern among beginning teachers with internship was somewhat higher in all areas, but they also reported being able to obtain the assistance that they desired.

Comparison of data collected on this item with that obtained in the previous study highlights the presence of lower levels of concern among interns in the second year of the program. Those in the second year also reported generally higher levels of help available. Apparently, experience with the program has led to the development of improved methods for dealing with concerns of interns.

The interns and the beginning teachers with internship experience responded to a set of 17 items related to their current assignments. In each case, a five-point scale of 1, "very dissatisfied" to 5, "very satisfied" was used. The results are summarized in Table 6.23. Both groups were highly satisfied about many aspects of their current assignments. The exception related to salary for interns--both groups gave this relatively low ratings. These results were similar to those obtained in the Phase One study.

Table 6.21

Actual and Preferred Involvement of Personnel in Assessment of the Intern

	Actual						Desired					
	Principals			Supervising Teachers			Principals			Supervising Teachers		
Personnel	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
1. One supervising teacher only	366	3.39	1.81		*		350	3.34	1.80		*	
2. Two teachers	346	2.71	1.69	319	2.80	1.73	327	2.87	1.66	298	3.07	1.61
3. Several teachers	376	2.85	1.64	330	2.16	1.70	362	3.06	1.66	314	2.53	1.66
4. An administrator in your school	407	3.95	1.10	336	3.76	1.38	394	3.98	1.12	318	4.03	1.18
5. A Central Office representative from your system	403	1.82	1.42	331	1.53	1.65	391	2.12	1.47	316	2.09	1.72
6. An Alberta Education Regional Office representative	404	0.90	0.72	324	0.64	1.01	387	1.22	1.02	315	1.17	1.37

0 = Not used at all; 5 = Used a great deal.

*This item was not asked of supervising teachers

Table 6.22

Concerns of Interns and Beginning Teachers (Former Interns) and the Extent of Assistance Available

	Extent of Concern				Extent of Assistance Available			
	Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
Aspect	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Understanding the philosophy of the school	2.29	1.53	2.54	1.46	4.11	0.97	3.72	1.25
2. Learning school routines	2.73	1.68	3.04	1.50	4.23	0.92	3.94	1.11
3. Availability of an experienced teacher or teachers to discuss problems related to teaching	2.61	1.82	3.19	1.64	4.42	0.95	4.21	1.10
4. Understanding the expectations of the school regarding the role and functions of a beginning teacher	2.89	1.55	3.24	1.53	3.69	1.14	3.66	1.19
5. Availability of informal evaluation by principal or other supervisory personnel	2.84	1.60	3.24	1.58	3.71	1.30	3.75	1.32
6. Availability of feedback on specific aspects (strategies, techniques, etc.) of teaching	2.93	1.66	3.32	1.52	3.77	1.24	3.81	1.20

On "extent of concern" and "extent of assistance available" items, 1 = Very little and 5 = Very great.

Table 6.23

Interns' and Beginning Teachers'(Former Interns) Satisfaction with Aspects of Current Assignments

Assignment Aspect	Interns (n = 328) Mean	Interns (n = 328) SD	Beginning Teachers (Former Interns) (n = 173) Mean	Beginning Teachers (Former Interns) (n = 173) SD
1. Assignment to this particular school	4.58	0.78	4.40	0.84
2. Supervisory assistance provided by administrators	4.08	0.95	3.94	1.06
3. Supervisory assistance provided by teacher(s)	4.19	1.03	3.99	1.01
4. Orientation to the community	3.63	0.98	3.64	0.96
5. Orientation to the school	4.18	0.87	3.99	1.08
6. Orientation to the classroom	4.24	0.83	4.00	0.98
7. Orientation to courses taught	3.83	1.00	3.68	1.04
8. Opportunities for observation	3.94	1.12	3.47	1.10
9. Variety of teaching opportunities	4.28	0.91	4.15	0.86
10. Professional development opportunities	4.34	0.90	4.17	0.97
11. Evaluation of progress by others	3.68	1.08	3.83	1.01
12. Relationships with teachers	4.59	0.64	4.46	0.80
13. Relationships with support staff	4.54	0.67	4.41	0.81
14. Non-teaching tasks assigned	4.17	0.86	4.07	0.93
15. Salary	2.28	0.98	3.11	1.31
16. Extracurricular tasks assigned	4.08	0.80	3.93	0.91
17. Overall growth in teaching performance	4.34	0.79	4.14	0.96

1 = Very dissatisfied; 5 = Very satisfied

Item 29 asked interns to evaluate eight aspects of supervisory assistance in terms of actual amount received and that which they would have preferred. Ratings from 0, "none" to 5, "high" were used. As Table 6.24 shows, interns would have preferred more supervisory assistance in all areas than they actually received. The largest differences appeared in "general feedback on my teaching" and "evaluation and diagnosis of students."

A further item asked interns to state the amount of assistance provided by various people and the amount they would have preferred. Again, responses ranged from 0, "none" to 5 "high"; they are summarized in Table 6.25. Most supervisory assistance was provided by supervising teachers. Principals and vice principals were ranked second and "other teachers" third. In all cases, the preference was for more supervisory assistance, although it should be noted that the forms of assistance sought were not specified.

Administration of the Internship Program

In terms of general administration of the program, principals were asked to respond to 20 items relating to effects on the schools and arrangements relating to the experiences provided for interns. Responses ranged from 1, "strongly disagree" to 5, "strongly agree"; a "can't tell" category was also included. Results of analysis of these items are presented in Table 6.26. For clarity of presentation, sums of categories 1 and 2 and of categories 4 and 5 are also displayed.

As Table 6.26 indicates, 80% or more of the principals "agreed" or "strongly agreed" about the following matters:

1. intern placement was appropriate;
2. the presence of the intern had a positive effect on student learning;
3. the school was provided with adequate information regarding the program;
4. supervision of interns is adequate;
5. policy for induction of interns is in place;
6. policy for gradual induction is appropriate;
7. policy regarding gradual induction is being adhered to;
8. interns have sufficient opportunity to interact with parents;
9. interns have sufficient opportunity to work with a variety of teachers;
10. adequate formal assessment is provided; and
11. adequate informal assessment is provided.

There was also very little concern about the impact of the program on the workload of teachers and administrators, and criteria for selection of interns were thought to be

Table 6.24

Ratings by Interns of Actual and Preferred Amounts of Supervisory Assistance
(n = 328)

Supervisory Assistance	Actual Mean	Actual SD	Preferred Mean	Preferred SD
1. General feedback on teaching	2.82	1.29	3.65	1.03
2. Planning for instruction	2.86	1.35	3.30	1.15
3. Effective teaching strategies/methods	3.14	1.25	3.65	1.10
4. Evaluation and diagnosis of students	3.02	1.31	3.66	1.09
5. Discipline and classroom management	3.00	1.37	3.43	1.33
6. Administrative duties	2.58	1.33	2.92	1.25
7. Subject area knowledge	2.97	1.38	3.48	1.29
8. Managing time effectively	2.58	1.46	3.10	1.42

0 = None; 5 = High.

Table 6.25

Actual and Preferred Extent of Supervisory Assistance
Provided to Interns by Personnel
(n = 299)

	Actual		Preferred	
Personnel	Mean	SD	Mean	SD
1. Supervising teacher(s)	3.14	1.42	3.44	1.26
2. Other teachers in this school	1.90	1.51	2.38	1.50
3. Other teachers outside the school	0.79	1.24	1.41	1.47
4. Principal and/or vice-principal	2.33	1.45	2.88	1.31
5. Consultants, supervisors from central office	1.50	1.51	2.15	1.46
6. School counsellor	0.89	1.37	1.48	1.59
7. Regional office consultant	0.58	1.19	1.37	1.49

0 = None; 5 = High.

Table 6.26

Principals' Perceptions Regarding Administrative Aspects
of the Internship Program
(n = 445)

	Responses in Percentages								
	Can't Tell	Strongly Disagree 1	2	3	4	Strongly Agree 5	Disagree 1+2	Agree 3+4	Mean
1. The internship program is substantially increasing the workload of the school's administration	2	26	31	25	13	5	57	18	2.40
2. The internship program is substantially increasing the workload of other teachers in the school	2	25	34	20	14	4	59	18	2.46
3. The intern's placement was appropriate to his/her teaching specialization	1	2	4	10	34	49	6	83	4.25
4. Alberta Education criteria for selecting interns are known to me	4	9	9	11	27	39	18	63	3.82
5. Alberta Education selection criteria for interns were appropriate	20	2	1	11	36	30	3	63	4.14
6. Alberta Education criteria for selecting interns were adhered to	26	1	1	7	26	40	2	66	4.37
7. The intern was well prepared for teaching when he/she entered the program	1	2	7	29	39	22	9	61	3.73
8. The presence of the intern is having a positive impact on student learning	4	1	3	9	34	50	4	84	4.33
9. The school was provided with adequate information regarding the internship program	1	1	3	8	34	53	4	87	4.36
10. Training for the supervising teacher(s) was adequate	3	7	15	31	30	14	22	44	3.30
11. There is adequate supervision of the intern in my school	1	--	2	6	40	50	2	90	4.41
12. Policy regarding gradual induction of interns into classroom teaching has been established	2	1	5	12	35	45	6	80	4.20
13. The policy regarding gradual induction into classroom teaching is appropriate	2	2	3	13	38	43	5	81	4.18
14. The policy regarding gradual induction into classroom teaching is being adhered to	3	2	2	10	36	48	4	84	4.29
15. The intern is being given sufficient opportunity to interact with parents	1	1	1	11	43	43	2	86	4.27
16. The intern is being given sufficient opportunity to interact with the community	3	1	5	21	40	29	6	69	3.95
17. Arrangements are in place to provide the intern sufficient opportunity to work with a variety of teachers	1	1	4	7	33	55	5	88	4.41

Table 6.26 (Continued)

	Responses in Percentages								
	Can't Tell	Strongly Disagree 1	2	3	4	Strongly Agree 5	Disagree 1+2	Agree 3+4	Mean
18. Arrangements are in place to provide adequate formal assessment of the intern's performance throughout the internship	1	1	1	6	40	51	2	91	4.40
19. Arrangements are in place to provide informal assessment of the intern's performance throughout the internship	2	--	1	5	39	53	1	92	4.47
20. The internship program is adequately funded	19	9	12	13	23	25	21	48	3.52

reasonably clear, generally appropriate, and generally adhered to--although for some this latter issue remained a problem area. Major concerns related to adequacy of program funding and training for supervising teachers.

Results from the first-year study indicated a very similar pattern of responses. A few differences may be noted, however. First, there was a slight shift toward stronger agreement that Alberta Education criteria for selecting interns are known; the mean for 1986-87 was 3.82, compared with 3.57 for the previous year. Second, on the matter of adequacy of information, the overall mean also shifted in the direction of stronger agreement (4.36 versus 3.91); apparently, principals felt they were being provided with more adequate information about the internship program in the second year than they were in the first. Third, a shift in means from 2.88 to 3.30 for item 10 suggests some improvement in training provided for supervising teachers, although--with the exception of items 1 and 2, both of which are of a different order--this item still received the lowest rating of all aspects of administration investigated. Other items continued to receive relatively low ratings in 1986-87: item 7, "the intern was well prepared when he/she entered the program" (mean = 3.73); item 16, "the intern is being given sufficient opportunity to interact with the community" (mean = 3.95); and item 10, "the internship program is adequately funded" (mean = 3.52). Greater percentages of respondents expressed disagreement than agreement with items 1 and 2, revealing a general perception that the internship is not substantially increasing workloads in the schools. These two ratings were virtually unchanged from those of the preceding year.

Item 32 asked supervising teachers to respond to a set of six general items regarding their interns and the effects of the program on workloads and professional development. The scales ranged from 1-5, with 1 indicating "strongly disagree" and 5 indicating "strongly agree."

The first three items in Table 6.27 indicate that supervising teachers were well prepared and that there were more than adequate opportunities for in-service training for interns. The supervising teachers strongly agreed with the item on the intern's ability to interact effectively with other members of staff. The supervising teachers also agreed that they had benefited from the program through improved teaching and supervision skills. It would appear from the neutral response (mean = 2.68) that the benefits outweighed the work involved.

In general these responses accord with those elicited in the previous year. Changes in two items were in a positive direction: in-service opportunities for interns appear to have increased (mean = 3.96 vs. 4.14); and supervisory skills of supervising teachers improved (mean = 3.45 vs. 3.73).

Table 6.27

Supervising Teachers' Perceptions of Interns' Preparedness and of Effects of Internship on Workloads and Professional Development
(n = 343)

Aspect	Mean	SD
1. The intern was well prepared for teaching at the time of employment	3.97	1.16
2. The intern interacts effectively with other members of staff	4.43	0.92
3. There is adequate opportunity for in-service training of the intern	4.14	1.13
4. The internship program is adding substantially to my workload	2.63	1.26
5. My own teaching skills are improving as a result of participating in the internship program	3.40	1.23
6. My supervision skills (e.g., conferencing, evaluating, communicating) are being enhanced as a result of participation in the internship program	3.73	1.14

1 = Strongly disagree; 5 = Strongly agree

Policy Alternatives

Previous evaluation studies had highlighted certain aspects of the internship program as matters of major concern. The evaluation team therefore devised a series of policy alternatives and submitted these to all four groups. These policy issues and associated responses from this questionnaire study are presented below.

1. Major concerns for all who were involved in the internship program were to determine whether internship should be compulsory or voluntary and whether it should be a part of the university teacher education program or subsequent to the university teacher-education program. Normally this program results in the B.Ed. degree, but certification is also granted to holders of other degrees who complete the university's after-degree teacher certification requirements. The first four sub-items of question 33 elicited responses from all groups about these questions. The item was also designed to distinguish patterns for elementary and secondary teacher education groups; however, respondents did not differentiate between elementary and secondary preparation programs. Responses are summarized in Tables 6.28 and 6.28a.*

The data indicate that the majority of respondents saw the current arrangements as appropriate--that is, a voluntary internship after the completion of university training. Nevertheless, there was some support for all other possible arrangements. For example, more than 50% of the principals favored compulsory post-B.Ed. internship. Beginning teachers with internship were less positive and tended to lean toward having it included in the B.Ed. program. This position may be partly accounted for by the fact that internship presently lengthens the time before beginning teachers can enter teaching.

2. On the matter of whether Provincial Guidelines should be introduced to require assignment of all beginning teachers to highly competent supervising teachers, the respondent groups were divided in their opinions. Although slightly more than half of the respondents were favorably disposed to this idea, no consensus was reached.

3. It was further suggested that beginning teachers might be given reduced teaching loads. Again, there was little support for this notion. Apparently most respondents felt that teachers are ready to assume full teaching loads upon entry into the profession.

4. A final alternative involved the possibility of discontinuing the internship program. Tables 6.28 and 6.28a

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*Tables with the designation "a" following the number are found in Appendix B.

Table 6.28

Percentages of Agreement and Disagreement with Policy Alternatives
(Questionnaire Survey: School-Based Personnel)

		Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
Alternative		Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Continue optional post-B.Ed. internship	E	15	70	16	66	24	56	23	51
	S	15	64	15	60	24	54	19	53
2. Introduce compulsory post-B.Ed. internship	E	29	52	38	41	41	37	43	37
	S	27	50	36	40	38	37	42	35
3. Introduce optional internship as part of the B.Ed. program	E	37	34	39	32	40	33	41	33
	S	39	34	38	31	38	32	38	36
4. Introduce compulsory internship as part of the B.Ed. program	E	33	46	40	38	40	41	37	42
	S	32	44	38	38	38	42	37	41
5. Assign beginning teachers to highly competent supervisors	E	26	54	27	55	20	62	31	51
	S	25	52	26	54	18	61	34	46
6. Reduce teaching load of beginning teachers	E	44	34	43	36	26	44	40	36
	S	43	32	38	34	24	43	37	34
7. Discontinue current internship program	E	88	3	79	7	70	11	74	8
	S	86	5	75	7	68	11	72	11

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree
E = Elementary; S = Secondary

clearly indicate respondents' disagreement with this suggestion, although the interns and beginning teachers with internship experience were less enthusiastic about its merits than were principals and supervising teachers.

5. Item 34 elicited opinions from all groups about when permanent certification should be granted. The responses to this item are summarized in Tables 6.29 and 6.29a. Interns and beginning teachers with internship experience clearly favored certification after one year of internship and a further year of satisfactory teaching. Approximately two-thirds of the supervising teachers also favored this plan and one-third considered that permanent certification should follow internship plus two years of satisfactory teaching. Principals were almost evenly divided on the last two alternatives.

6. Questions regarding salary and salary credit were also addressed. Table 6.30 indicates that the most common response was that the salary for interns should be set at about 75% of that of beginning teachers. Table 6.31 indicates that approximately half of the respondents also felt that partial credit for experience should be included in the salary grid; however, a fairly high percentage chose the full-credit option.

7. Item 36 asked respondents to state their attitudes about the appropriate extent of responsibility of various groups for establishing internship program policy and guidelines. Responses to this item are summarized in Table 6.32. According to the respondents, school systems and Alberta Education should play major roles in such decisions, and all groups should be involved to some extent.

8. Respondents were also asked to indicate the extent to which various groups should be involved in administering the program. Inspection of Table 6.33 strongly supports the opinion that this should be largely a responsibility of school systems.

9. Opinions regarding the optimum length of the internship were addressed in item 38, and these results are presented in Table 6.34. Weight of opinion favored a full year, but it should be noted that 15% of the interns and 25% of the beginning teachers with internship experience felt a half-year to be sufficient.

10. The matter of an optimum teaching load for interns at the beginning, middle and end of internship was also probed with all respondent groups. Table 6.35 summarizes the responses to this item. For the most part, gradual induction peaking at about 80% of full-time load was recommended. Although a few respondents preferred heavy assignments at the beginning the program, this was uncommon.

Table 6.29

Percentages of Agreement and Disagreement with Alternatives for Permanent Certification
(Questionnaire Survey: School-Based Personnel)

Alternatives for Permanent Certification	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Following satisfactory completion of internship	75	15	69	18	38	42	50	29
2. Following internship and one year of satisfactory teaching	29	52	24	60	8	81	11	77
3. Following internship and two years of satisfactory teaching	32	55	43	35	78	9	70	9

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 6.30

Preferences about Salary of Interns (Questionnaire Survey: School-Based Personnel)

Percentage of Beginning Teacher's Salary that Interns Should Receive	Principals (n = 475) %	Beginning Teachers (n = 343) %	Interns (n = 328) %	Beginning Teachers (Former Interns) (n = 173) %
25%	1	2	2	5
50%	24	21	7	11
75%	72	70	85	78
100%	3	7	7	7

Table 6.31

Preferences about Salary Grid Credit for Internship Experience (Questionnaire Survey: School-Based Personnel)

Amount of Salary Grid Credit Awarded for Internship Experience	Principals (n = 475) %	Beginning Teachers (n = 343) %	Interns (n = 328) %	Beginning Teachers (Former Interns) (n = 173) %
None	22	16	3	8
Partial	46	49	57	54
Full	33	36	40	37

Table 6.32

Preferences about Degrees of Responsibility of Organizations in Developing
Internship Policy and Guidelines
(Questionnaire Survey: School-Based Personnel)

	Major Responsibility				Some Involvement				Not Directly Involved				Did Not Answer			
	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT
Organization		%				%				%				%		
1. Alberta Education	62	51	59	50	35	40	36	42	2	5	4	6	2	1	2	1
2. Alberta School Trustees' Association	5	5	10	12	56	56	57	57	36	39	31	31	3	1	2	1
3. Alberta Teachers' Association	27	36	46	42	66	57	47	51	5	6	6	6	2	1	1	1
4. Universities	20	28	26	28	65	62	58	56	12	10	15	16	3	1	2	1
5. School Systems	67	66	49	56	31	32	44	38	--	2	6	5	2	--	2	1

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some" or "not directly."

P = Principals (n = 475); ST = Supervising Teachers (n = 343); I = Interns (n = 328); BT = Beginning Teachers (Former Interns) (n = 173)

Table 6.33

Preferences about Degrees of Responsibility of Organizations in Administering the Internship
(Questionnaire Survey: School-Based Personnel)

	Major Responsibility				Some Involvement				Not Directly Involved				Did Not Answer			
	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT
Organization		%				%				%				%		
1. Alberta Education	26	28	44	30	60	59	41	54	12	13	13	14	2	1	2	2
2. Alberta School Trustees' Association	2	2	8	10	40	46	50	51	54	51	40	37	3	1	2	2
3. Alberta Teachers' Association	15	20	28	30	58	62	57	57	25	17	13	11	3	1	2	2
4. Universities	13	25	22	28	59	55	54	48	26	20	22	24	3	--	2	1
5. School systems	88	89	75	72	10	11	21	23	--	--	2	5	2	--	1	1

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some" or "not directly."

P = Principals (n = 475); ST = Supervising Teachers (n = 343); I = Interns (n = 328); BT = Beginning Teachers (Former Interns) (n = 173)

Table 6.34

Preferences about Length of Internship (Questionnaire Survey: School-Based Personnel)

Length of Internship	Principals (n = 475) %	Supervising Teachers (n = 343) %	Interns (n = 328) %	Beginning Teachers (Former Interns) (n = 173) %
Quarter year	--	2	2	9
Half year	4	8	15	25
Full year	93	88	79	60
More than one year	--	--	1	4
Other (specify)	1	2	3	2
No opinion	1	--	1	1

Table 6.35

Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers, at Beginning, Middle and End of Internship
(Questionnaire Survey: School-Based Personnel)

	Teaching less than 20%				Teaching 20-39%				Teaching 40-59%				Teaching 60-79%				Teaching 80% and over				Left Blank or No Guidelines Needed			
Time Period	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT	P	ST	I	BT
		%				%				%				%				%				%		
At the beginning of the internship	12	12	4	6	36	40	33	29	31	31	44	40	13	10	11	16	2	3	4	8	7	5	3	2
About mid-way through the internship	--	--	--	2	3	2	2	3	35	35	27	20	40	45	50	46	13	13	18	27	9	5	3	2
Approaching the end of the internship	--	--	--	2	--	--	--	1	3	4	3	4	25	22	22	21	61	68	70	70	11	7	4	3

P = Principals (n = 475); ST = Supervising Teachers (n = 343); I = Interns (n = 328);
BT = Beginning Teachers (n = 173)

11. Item 40 asked all groups to indicate the extent to which they felt that Provincial Guidelines should specify activities in which interns should participate. A set of activities was rated on a five-point scale ranging from "strongly agree" to "strongly disagree." The results are presented in Table 6.36a. Table 6.36 groups these results into categories of general agreement ("strongly agree" and "agree") and disagreement ("strongly disagree" and "disagree"). There was widespread agreement on all items. There was less support for experience in the library or resource room and ATA teacher induction activities, but substantial agreement that the other experiences should be included in an internship program.

12. All groups were asked to state whether or not Provincial Guidelines should specify the parties responsible for supervision of interns; three alternatives were offered for consideration. Results of analysis of responses are presented in Tables 6.37 and 6.37a. All groups felt that the intern, like any other staff member, should be accountable to the principal. Approximately two-thirds of principals and supervising teachers felt that the intern should be accountable to one supervising teacher, and approximately half felt that more than one teacher might be appropriately involved. Interns and beginning teachers with internship experience were split relatively equally on this matter. Various comments made throughout the study indicate that responsibility for supervision is determined by a variety of conditions, such as location, grade level, subject area and personal preference.

13. Item 42 elicited information about preferences regarding procedures and criteria for evaluation of interns. These matters were directed to all four groups; the results are summarized below.

(a) All groups "strongly agreed" that "Provincial Guidelines should specify that feedback be provided to interns along with discussion on how to improve performance" (see Tables 6.38 and 6.38a).

(b) Only 60% of principals felt that there was a need for Provincial Guidelines to specify a standard set of criteria for evaluating interns. For supervising teachers, interns and beginning teachers (former interns) these numbers rose to 72%, 73% and 83% respectively. Additional comments indicated that interns found this to be a source of some anxiety and that they saw standard criteria as a means of ensuring reasonable treatment.

(c) Table 6.39 indicates that all groups felt that formal evaluation should be the shared responsibility of supervising teachers and in-school administrators. A somewhat lower rating for the role of principals by the interns in the study may reflect the close relationships

Table 6.36

Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate
(Questionnaire Survey: School-Based Personnel)

Activities	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Observation, analysis and discussion of teaching at different grade levels	7	82	7	76	11	73	7	77
2. Observation, analysis and discussion of teaching in different subject areas	6	81	6	79	11	70	6	80
3. Teaching at different grade levels	8	77	10	73	9	72	8	71
4. Teaching in different subject areas	8	77	7	74	9	77	7	81
5. Teaching the same class or classes for a period of several months	8	80	2	91	5	91	5	87
6. Organization of extra-curricular activities	8	74	9	60	8	68	12	70
7. Professional development activities at the system and/or Provincial level	6	84	4	81	5	84	3	88
8. In-school professional development activities	3	90	3	90	2	88	3	92
9. Interviews with parents about progress of students	5	85	1	89	3	93	2	90
10. Field trips	6	84	3	86	4	87	2	87
11. School committee meetings	7	79	5	77	8	74	6	77
12. Observation of the work of school administrators	12	59	12	54	19	57	9	65
13. Assistance in the library or resource room	24	39	27	31	24	42	21	43
14. ATA teacher induction activities	20	50	14	50	16	55	12	58
15. Interacting with other interns in formal workshops focusing on the internship	8	74	3	81	10	78	6	80

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 6.37

Percentages of Agreement and Disagreement with Approaches to Supervision of Interns
(Questionnaire Survey: School-Based Personnel)

Aspect of Supervision	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Directly accountable to the principal	6	90	8	81	17	66	11	76
2. One supervising teacher	22	61	14	67	20	61	23	54
3. Two to four supervising teachers	27	52	32	50	25	58	24	52

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 6.38

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Questionnaire Survey: School-Based Personnel)

Possible Guidelines	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	4	90	2	92	5	87	2	91
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	20	60	12	72	9	73	4	83

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 6.39

Preferences about Extent of Involvement of Different Personnel in Formal Evaluation of Interns (Questionnaire Survey: School-Based Personnel)

	Principals (n = 475)	Supervising Teachers (n = 343)	Interns (n = 328)	Beginning Teachers (Former Interns) (n = 173)
Personnel	Mean	Mean	Mean	Mean
1. Principal or other in-school administrator	4.34	4.12	3.83	4.22
2. Supervising teachers	4.50	4.46	4.61	4.46
3. Central Office supervisor(s)	2.38	2.41	2.27	2.72
4. Superintendent (or designate)	2.11	2.11	2.15	2.61

The scale used was 1 "Not at all" to 5 "To a large extent."

that exist between interns and supervising teachers during the internship year.

(d) Opinions regarding who should have final authority for formal evaluation of interns are summarized in Table 6.40. There was substantial disagreement in this regard. Of the principals, 64% felt they should be responsible, whereas less than 50% of all other groups felt this to be the case. Interns and beginning teachers with internship experience were inclined to place this responsibility in the hands of supervising teachers, perhaps because they were perceived as being closer to the situation.

14. All groups were asked to express opinion about selection and training of supervising teachers. The responses, displayed in Tables 6.41 and 6.41a, reflect the following findings:

(a) Provincial Guidelines should specify minimum academic requirements for supervising teachers.

(b) Provincial Guidelines should specify minimum competency criteria for supervising teachers. Higher ratings were given to this item than to the previous one, suggesting that many respondents felt that competency is a more important criterion than academic qualifications for selecting supervising teachers.

(c) Although half of the supervising teachers supported the concept of a reduced teaching load, there was limited support from the other groups.

(d) Tables 6.41 and 6.41a also indicate some disagreement as to whether or not school systems should provide supervisory training for supervising teachers. Again, roughly 70% of all groups "agreed" or "strongly agreed" with this notion. Responses to the final item in this set suggest that 40-50% of the respondents in each group favored the use of short courses for training supervising teachers.

(e) Table 6.42 summarizes the responses of all four groups of respondents on involvement of various personnel in the selection of supervising teachers. The results indicate that the principal and teachers in the school are seen as playing primary roles in this selection process.

Overall Evaluation of the Program

At the conclusion of all questionnaires, respondents were requested to rate the internship program in terms of the extent to which they felt it contributed to the transition from student to professional teacher. A ten-point scale ranging from 10, "highly valuable" to 1, "no value" was used. Table 6.43 presents the results. The

Table 6.40

Preferences about Final Authority for Formal Evaluation of Interns (Questionnaire Survey: School-Based Personnel)

Personnel	Principals (n = 475) %	Supervising Teachers (n = 343) %	Interns (n = 328) %	Beginning Teachers (Former Interns) (n = 173) %
1. Principal or other in-school administrator	64	48	34	42
2. Supervising teachers	22	38	59	49
3. Central Office supervisor(s)	5	4	2	3
4. Superintendent (or designate)	8	7	3	3
5. Other, or a combination	1	3	3	3

The scale used was 1 "Not at all" to 5 "To a large extent."

Table 6.41

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Supervising Teachers
(Questionnaire Survey: School-Based Personnel)

Possible Guidelines	Principals (n = 475)		Supervising Teachers (n = 343)		Interns (n = 328)		Beginning Teachers (Former Interns) (n = 173)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Specification of minimum academic qualifications for supervising teachers	16	72	8	82	15	72	14	68
2. Specification of minimum competency criteria for supervising teachers	6	84	5	90	5	88	6	82
3. Specification that supervising teachers be given a reduced teaching load	34	44	24	51	30	42	29	44
4. School systems should be responsible for providing supervisory training for supervising teachers	10	73	10	72	10	68	10	72
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	35	40	33	44	23	46	24	51

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 6.42

Preferences about Extent of Involvement of Individuals or Organizations in Selection of Supervising Teachers (Questionnaire Survey: School-Based Personnel)

Individual/ Organization	Principals (n = 475) Mean	Supervising Teachers (n = 343) Mean	Interns (n = 328) Mean	Beginning Teachers (Former Interns) (n = 173) Mean
1. Principal	4.80	4.67	4.66	4.67
2. Teachers in the school	3.12	3.04	3.53	3.87
3. Superintendent (or designate)	2.66	2.64	2.81	3.06
4. Alberta Regional Office of Education	1.43	1.48	1.89	2.12
5. Alberta Teachers' Association	1.42	1.52	2.09	2.05
6. Universities	1.44	1.66	2.00	2.06
7. Alberta School Trustees' Association	1.20	1.24	1.59	1.63

The scale used was 1 "Not at all" to 5 "To a large extent."

Table 6.43

Perceptions about the Value of Internship as a Means of Facilitating the Transition from Student to Professional Teacher (Questionnaire Survey: School-Based Personnel)

Value	Principals (n = 475) %	Supervising Teachers (n = 343) %	Interns (n = 328) %	Beginning Teachers (Former Interns) (n = 173) %
10 Highly Valuable	40	41	28	26
9	21	17	15	18
8	24	19	27	25
7	10	12	13	13
6	2	2	4	7
5	1	3	6	4
4	--	1	2	2
3	1	2	2	4
2	--	--	3	1
1 No Value	1	1	--	1
Unable to judge, or no response	--	--	1	--
Mean	8.67	8.48	7.89	7.95

means for the four groups ranged from 7.93 to 8.66, with principals providing the highest ratings and beginning teachers with internship experience the lowest. In general, the program was seen as a valuable strategy for facilitating entry to the profession.

Summary

The following is a point form summary of selected aspects of the Initiation to Teaching Project, based on questionnaire data provided by principals, supervising teachers, interns and beginning teachers (former interns). These conclusions are presented under the headings "general" and "policy issues."

General

1. Interns were appropriately placed in terms of their teaching specializations.

2. Principals and supervising teachers considered interns to be generally well prepared. Principals, however, felt that beginning teachers with internship experience were better prepared than other beginning teachers, especially in the area of classroom management skills.

3. The internship had a substantial, positive impact on feelings of preparedness for teaching. (This feeling of confidence may account for the differences perceived by principals noted in 2 above.)

4. Internship was also thought to be successful in socializing interns into the teaching profession. The interns, however, would have preferred more supervisory assistance with respect to "general feedback on teaching" and "evaluation and diagnosis of students."

5. Supervising teachers benefited from the programs through improved teaching and supervision skills.

Policy Issues

1. Continuing the internship. Although interns and beginning teachers (former interns) were less enthusiastic than the other groups, there was a clear preference by all groups for continuation of the internship with the current arrangement of a voluntary internship after the completion of university training.

2. Supervision of beginning teachers. Both principals and supervising teachers viewed the supervisory function as

residing mainly in the hands of school personnel. In general, more input from both groups would be desirable.

3. Permanent certification. Groups were split on the issue of permanent certification. Interns and beginning teachers (former interns) clearly supported permanent certification after one year of internship and one year of satisfactory teaching. Two-thirds of the supervising teachers also favored this plan but the other third preferred the current practice of requiring two years of satisfactory teaching beyond internship. Principals were evenly split on the two options.

4. Salary of interns. The most common response suggests that 75% of a beginning teacher's salary would be most appropriate for the interns, and at least partial credit on the teacher salary grid should be given for internship experience.

5. Length of internship. The majority of respondents favored a full year of internship, but 25% of the beginning teachers (former interns) and 15% of current interns felt that half a year would be sufficient.

6. Teaching load. For the most part, the preference for interns was for gradual induction to teaching, peaking at 80% of the full-time load. There was little support for the notion of a reduced teaching load for beginning teachers.

7. Internship activities. Of 15 possible required internship activities, strong support was provided for all but "library or resource room" assistance and "ATA induction" activities.

8. Supervision of interns. A large majority of all four groups indicated that the intern should be accountable to the principal. In terms of supervision, the majority of all groups supported supervision by one teacher, but over 50% of all groups also favored supervision by two to four teachers.

9. Feedback and evaluation. There was very strong support for establishing Provincial Guidelines specifying a standard set of criteria to provide guidance for the evaluation of each intern's performance.

10. Formal evaluation of interns. All groups indicated that the formal evaluation should be a shared responsibility of the supervising teacher and an in-school administrator. The question of final authority received mixed responses; while principals felt that they should have the final authority, interns and beginning teachers were more inclined to place the responsibility in the hands of the supervising teacher.

11. Selection of supervising teachers. While all groups strongly supported guidelines for minimum academic qualifications and minimum competency criteria for selecting supervising teachers, the respondents felt that competency was a more important criterion. They also strongly agreed that the selection process should be conducted by the principal and other teachers in the school.

12. Teaching loads of supervising teachers. There was limited support among most respondent groups for reduced teaching loads for teachers who supervise interns. The supervising teachers in this study, however, were equally divided on this matter.

13. Training for supervising teachers. There was strong support for supervisory training for supervising teachers, but less than half of the respondents supported the use of short courses to fulfil this intent.

14. Program policy making and administration. There was strong support for school systems and Alberta Education playing major roles in establishing policies and guidelines. Respondents indicated that administration of the program should largely be the responsibility of the school systems.

15. Overall evaluation of the internship. Principals placed the highest value and beginning teachers (former interns) the lowest value on the program as a means of facilitating the transition from student to professional teacher. The rating of the beginning teachers (former interns), however, was still very positive (7.9 on a 10-point scale).

APPENDIX A

MASTER QUESTIONNAIRE

ITEM	P	ST	I	BT(I)*
I. DEMOGRAPHIC DATA AND SAMPLE DESCRIPTION				
1. Did you have one or more interns employed at your school last year? Yes ____ 1 No ____ 2	X	-	-	-
2. Please circle the appropriate number identifying the type of jurisdiction within which your school operates. County 1 Public School District 2 Protestant Separate School District 3 Roman Catholic School District 4 School Division 5 Regional School District 6 Roman Catholic Public School District 7 Consolidated School District 8 Private School 9 Federally Administered School 10	X	X	X	X
3. What is your school's location? Calgary 1 Edmonton 2 Other Urban 3 Rural 4	X	X	X	X
4. What grade levels are served by your school? (Circle appropriate number) K-6 1 1-6 2 7-9 3 K-9 4 7-12 5 9-12 6 10-12 7 K-12 8 1-12 9 Other (please specify) ____________	X	X	X	X
5. How many certificated teachers are on staff at your school? ____	X	X	X	X
6. How many Beginning Teachers with Internship experience are currently employed at your school? ________	X	-	-	-
7. How many Beginning Teachers without Internship experience are currently employed at your school? ________	X	-	-	-
8. My Beginning Teacher with Internship experience completed a full school year of Internship. (I completed a full school year of Internship.) Yes ____ No ____ If no, indicate below, by marking through the appropriate months, when the Internship began and for how long it continued. (If you checked no indicate below when the Internship began and how long it continued.) / Sept / Oct / Nov / Dec / Jan / Feb / Mar / Apr / May / June	X	-	-	X

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*P = Principals; ST = Supervising teachers; I = Interns; BT(I) = Beginning Teachers (Former Interns)

ITEM	P	ST	I	BT(I)
I. DEMOGRAPHIC DATA AND SAMPLE DESCRIPTION (Continued)				
9. How many Interns are currently employed at your school? ______	X	X	-	-
10. Did you serve as a Supervising Teacher for one or more Interns last year (1985-86)? Yes ____ No ____	-	X	-	-
11. Sex of Intern/Beginning Teacher with Internship/Supervising Teacher Male ___ Female ___	-	X	X	X
12. In which institution did you complete your certification requirements? University of Alberta 1 University of Calgary 3 University of Alberta, Faculté Saint-Jean 2 University of Lethbridge 4 Other (please specify) ____________	-	-	X	X
13. In what year did you receive your Interim Professional Certificate? 1986 1 1983 4 1985 2 1982 or earlier 5 1984 3	-	-	X	X
14. Which grade level(s) do you feel most comfortable teaching? K-3 1 4-6 2 Junior High 3 Senior High 4	-	-	X	X
15. At which grade level are you currently teaching? K-3 1 4-6 2 Junior High 3 Senior High 4	-	-	X	X
16. What was your age on September 1, 1986? ______	-	-	X	X
17. Please indicate below approximately how much time your Intern is currently teaching. Percentage of teaching load of full-time teacher. 0-19% 20-39% 40-59% 60-79% 80% and over	-	X	-	-
18. Please indicate below approximately how much time you spent in actual classroom teaching at the beginning of the year: Amount of Time: 1/4 1/2 3/4 Full-time	-	-	X	-

ITEM	P	ST	I	BT(I)
I. DEMOGRAPHIC DATA AND SAMPLE DESCRIPTION (Continued)				
19. Please rate the following in terms of importance in your decision to take part in the Internship. 1 = Not Important 5 = Very Important 0 = No Opinion	-	-	X	-

	Not Important 1	2	3	4	Very Important 5	No Opinion 0
I wanted more experience under guided instruction than was provided by the Practicum	1	2	3	4	5	0
I wanted additional experience to increase my self-confidence	1	2	3	4	5	0
I anticipated that the Internship would lead to a permanent position	1	2	3	4	5	0
I anticipated that the Internship would become a requirement for a permanent position	1	2	3	4	5	0
I was offered a beginning teacher appointment that was unsuitable to me	1	2	3	4	5	0
I was unable to obtain a teaching position	1	2	3	4	5	0

ITEM	P	ST	I	BT(I)
II. SPECIAL FUNDING				
20. Are there plans to make use of the special Professional Development Grant available for Interns through the Initiation to Teaching Project?	X	-	-	-

Yes ____ 1 No ____ 2

If yes, please indicate in which general category or categories the grant money has been or will be used.

System level ____
School level ____
Outside the system ____
Other ____

ITEM	P	ST	I	BT(I)
III. PLACEMENT, ORIENTATION AND PRE-SERVICE PREPARATION				
21. Please indicate your level of agreement with the following statement. 1 = Strongly Disagree; 5 = Strongly Agree	X	X	-	-

	Strongly Disagree 1	2	3	4	Strongly Agree 5
The placement of Interns and of the Beginning Teacher with Alberta Internship experience is appropriate to his/her teaching specialization.	1	2	3	4	5

ITEM	P	ST	I	BT(I)
III. PLACEMENT, ORIENTATION AND PRE-SERVICE PREPARATION (Continued)				
22. Was there a formal Orientation Program for your Intern/Beginning Teacher with Internship experience prior to or during the first month of his/her employment?	X	X	-	-

Yes _____ 1   No _____ 2

If yes, who provided the Orientation Program?

The Jurisdiction Central Office _____
The School _____
The ATA _____

ITEM	P	ST	I	BT(I)
23. Please indicate how well prepared you feel your Beginning Teacher with/without Internship experience is in the following areas. 1 = Very Poorly Prepared; 5 = Very Well Prepared	X	-	-	-

	Very Poorly Prepared				Very Well Prepared	Can't Tell
1. Relationships with students	1	2	3	4	5	0
2. Relationships with other teachers	1	2	3	4	5	0
3. Relationships with parents	1	2	3	4	5	0
4. Classroom management skills	1	2	3	4	5	0
5. Knowledge of subject matter	1	2	3	4	5	0
6. Knowledge of teaching strategies	1	2	3	4	5	0
7. General preparation for teaching	1	2	3	4	5	0

ITEM	P	ST	I	BT(I)
24. Please indicate how well prepared you feel you/your Intern was to perform the following skills when he/she began the Internship.	-	X	X	X

TEACHING SKILL
1 = Very Poorly Prepared   5 = Very Well Prepared   0 = Can't Tell

	Very Poorly Prepared				Very Well Prepared	Can't Tell
1. Handle classroom routines	1	2	3	4	5	0
2. Control students	1	2	3	4	5	0
3. Give instructions	1	2	3	4	5	0
4. Specify objectives	1	2	3	4	5	0
5. Select content	1	2	3	4	5	0
6. Organize material	1	2	3	4	5	0
7. Develop lesson plan	1	2	3	4	5	0
8. Develop unit plan	1	2	3	4	5	0
9. Present information	1	2	3	4	5	0
10. Explain content	1	2	3	4	5	0
11. Use questioning techniques	1	2	3	4	5	0
12. Use pacing techniques	1	2	3	4	5	0
13. Summarize content	1	2	3	4	5	0
14. Utilize instructional media	1	2	3	4	5	0
15. Establish rapport with students	1	2	3	4	5	0
16. Motivate students	1	2	3	4	5	0
17. Accommodate individual student differences	1	2	3	4	5	0

ITEM P ST I BT(I)

III. PLACEMENT, ORIENTATION AND PRE-SERVICE ORIENTATION (Continued)

24. (Continued)

		Very Poorly Prepared				Very Well Prepared	Can't Tell
18.	Encourage student participation	1	2	3	4	5	0
19.	Work with other staff	1	2	3	4	5	0
20.	Group students for instruction	1	2	3	4	5	0
21.	Arrange classroom learning environment	1	2	3	4	5	0
22.	Diagnose learner needs	1	2	3	4	5	0
23.	Prepare classroom tests	1	2	3	4	5	0
24.	Evaluate student progress	1	2	3	4	5	0
25.	Report student progress	1	2	3	4	5	0
26.	Perform tasks of teaching (overall)	1	2	3	4	5	0

IV. SUPERVISION AND EVALUATION PROCEDURES

25. Please indicate below the extent to which each of the listed personnel are and ought to be utilized to assist with Intern Supervision in your school. X X - -
1 = Very Little 5 = A Great Deal

		Actual					Desired				
		Very Little				A Great Deal	Very Little				A Great Deal
1.	Teachers other than Supervising Teacher	1	2	3	4	5	1	2	3	4	5
2.	Administrators in your school	1	2	3	4	5	1	2	3	4	5
3.	Central Office staff in your school system	1	2	3	4	5	1	2	3	4	5
4.	Alberta Education Regional Office staff	1	2	3	4	5	1	2	3	4	5

26. Please indicate below to what extent the following personnel are involved in assessment of your Intern and the extent to which they ought to be involved. X X - -
1 = Very Little 5 = To a Great Extent 0 = Not Used

		Actual						Desired					
		Very Little				To a Great Extent	Not Used	Very Little				To a Great Extent	Not Used
1.	One Supervising Teacher only (for Principals only)	1	2	3	4	5	0	1	2	3	4	5	0
2.	Two teachers	1	2	3	4	5	0	1	2	3	4	5	0
3.	Several teachers	1	2	3	4	5	0	1	2	3	4	5	0
4.	An administrator in your school	1	2	3	4	5	0	1	2	3	4	5	0
5.	A Central Office representative from your school system	1	2	3	4	5	0	1	2	3	4	5	0
6.	An Alberta Education Regional Office representative	1	2	3	4	5	0	1	2	3	4	5	0

ITEM	P	ST	I	BT(I)
IV. SUPERVISION AND EVALUATION PROCEDURES (Continued)				
27. In Column I please indicate the degree to which you have experienced concern in the areas listed below, and in Column II to what extent assistance is available. 1 = Very Little 5 = Very Great 0 = None	-	-	X	X

	I Extent of Concern						II Extent of Assistance Available					
	None	Very Little				Very Great	None	Very Little				Very Great
Understanding the philosophy of the school	0	1	2	3	4	5	0	1	2	3	4	5
Learning school routines	0	1	2	3	4	5	0	1	2	3	4	5
Availability of an experienced teacher or teachers to discuss problems related to teaching	0	1	2	3	4	5	0	1	2	3	4	5
Understanding the expectations of of the school regarding the role and functions of a beginning teacher	0	1	2	3	4	5	0	1	2	3	4	5
Availability of informal evaluation by Principal or other supervisory personnel	0	1	2	3	4	5	0	1	2	3	4	5
Availability of feedback on specific aspects (strategies, techniques, etc.) of teaching	0	1	2	3	4	5	0	1	2	3	4	5

ITEM	P	ST	I	BT(I)
IV. SUPERVISION AND EVALUATION PROCEDURES (Continued)				
28. Please indicate your degree of satisfaction with each of the following:	-	-	X	X

	Very Dissatisfied				Very Satisfied
Assignment to this particular school	1	2	3	4	5
Supervisory assistance provided by administrators	1	2	3	4	5
Supervisory assistance provided by teacher(s)	1	2	3	4	5
Orientation to the community	1	2	3	4	5
Orientation to the school	1	2	3	4	5
Orientation to the classroom	1	2	3	4	5
Orientation to courses taught	1	2	3	4	5
Opportunities for observation	1	2	3	4	5
Variety of teaching opportunities	1	2	3	4	5
Professional development opportunities	1	2	3	4	5
Evaluation of your progress by others	1	2	3	4	5
Your relationships with teachers	1	2	3	4	5
Your relationships with support staff	1	2	3	4	5
Non-teaching tasks assigned to you	1	2	3	4	5
Salary	1	2	3	4	5
Extracurricular tasks assigned	1	2	3	4	5
Overall growth in your teaching performance	1	2	3	4	5

Please comment on any of the items above that caused you the most dissatisfaction.

ITEM	P	ST	I	BT(I)
29. In Column I indicate the amount of ACTUAL supervisory assistance and in Column II indicate the amount of supervisory assistance PREFERRED.	-	-	X	-

	ACTUAL						PREFERRED					
	None	Low				High	None	Low				High
General feedback on my teaching	0	1	2	3	4	5	0	1	2	3	4	5
Planning for instruction	0	1	2	3	4	5	0	1	2	3	4	5
Effective teaching strategies/ methods	0	1	2	3	4	5	0	1	2	3	4	5
Evaluation and diagnosis of students	0	1	2	3	4	5	0	1	2	3	4	5
Discipline and classroom management	0	1	2	3	4	5	0	1	2	3	4	5
Administrative duties	0	1	2	3	4	5	0	1	2	3	4	5
Subject area knowledge	0	1	2	3	4	5	0	1	2	3	4	5
Managing time effectively	0	1	2	3	4	5	0	1	2	3	4	5

IV. SUPERVISION AND EVALUATION PROCEDURES (Continued)

ITEM	P	ST	I	BT(I)
30. In the next section indicate the level of supervisory assistance ACTUALLY provided by each of the following and, also, do the same to indicate the amount you would have PREFERRED:	-	-	X	-

	ACTUAL						PREFERRED					
	None	Low				High	None	Low				High
Supervising Teacher(s)	0	1	2	3	4	5	0	1	2	3	4	5
Other teachers in this school	0	1	2	3	4	5	0	1	2	3	4	5
Other teachers outside the school	0	1	2	3	4	5	0	1	2	3	4	5
Principal and/or vice-principal	0	1	2	3	4	5	0	1	2	3	4	5
Consultants, supervisors from central office	0	1	2	3	4	5	0	1	2	3	4	5
School counsellor	0	1	2	3	4	5	0	1	2	3	4	5
Regional office consultant	0	1	2	3	4	5	0	1	2	3	4	5

V. ADMINISTRATION OF INTERNSHIP

ITEM	P	ST	I	BT(I)
31. Please indicate your level of agreement with each of the following statements. 1 = Strongly Disagree 5 = Strongly Agree 0 = Can't Tell	X	-	-	-

	Strongly Disagree				Strongly Agree	Can't Tell
1. The Internship Program is substantially increasing the workload of the school's administrators	1	2	3	4	5	0
2. The Internship program is substantially increasing the workload of other teachers in the school	1	2	3	4	5	0
3. The Intern's placement was appropriate to his/her teaching specialization	1	2	3	4	5	0
4. Alberta Education criteria for selecting Interns are known to me	1	2	3	4	5	0
5. Alberta Education selection criteria for Interns were appropriate	1	2	3	4	5	0
6. Alberta Education criteria for selecting Interns were adhered to	1	2	3	4	5	0
7. The Intern was well prepared for teaching when he/she entered the program	1	2	3	4	5	0
8. The presence of the Intern is having a positive impact on student learning	1	2	3	4	5	0
9. The school was provided with adequate information regarding the Internship Program	1	2	3	4	5	0
10. Training for the Supervising Teacher(s) was adequate	1	2	3	4	5	0
11. There is adequate supervision of the Intern in my school	1	2	3	4	5	0
12. Policy regarding gradual induction of Interns into classroom teaching has been established	1	2	3	4	5	0
13. The policy regarding gradual induction into classroom teaching is appropriate	1	2	3	4	5	0
14. The policy regarding gradual induction into classroom teaching is being adhered to	1	2	3	4	5	0
15. The Intern is being given sufficient opportunity to interact with parents	1	2	3	4	5	0

ITEM	P	ST	I	BT(I)

V. ADMINISTRATION OF INTERNSHIP (Continued)

31. (Continued)

	Strongly Disagree				Strongly Agree	Can't Tell
16. The Intern is being given sufficient opportunity to interact with the community	1	2	3	4	5	0
17. Arrangements are in place to provide the Intern sufficient opportunity to work with a variety of teachers	1	2	3	4	5	0
18. Arrangements are in place to provide adequate formal assessment of the Intern's performance throughout the Internship	1	2	3	4	5	0
19. Arrangements are in place to provide informal assessment of the Intern's performance throughout the Internship	1	2	3	4	5	0
20. The Internship Program is adequately funded	1	2	3	4	5	0

ITEM	P	ST	I	BT(I)
32. Please indicate your level of agreement with each of the following statements 1 = Strongly Disagree 5 = Strongly Agree 0 = Can't Tell	-	X	-	-

	Strongly Disagree				Strongly Agree	Can't Tell
1. The Intern was well prepared for teaching at the time of employment	1	2	3	4	5	0
2. The Intern interacts effectively with other members of staff	1	2	3	4	5	0
3. There is adequate opportunity for in-service training of the Intern	1	2	3	4	5	0
4. The Internship Program is adding substantially to my workload	1	2	3	4	5	0
5. My own teaching skills are improving as a result of participating in the Internship Program	1	2	3	4	5	0
6. My supervision skills (e.g., conferencing, evaluating, communicating) are being enhanced as a result of participation in the Internship Program	1	2	3	4	5	0

ITEM	P	ST	I	BT(I)

VI. POLICY ALTERNATIVES

Using the five-point scale provided, please rate each of the following policy alternatives concerning the preparation of beginning Elementary teachers (including ECS) and beginning Secondary teachers in Alberta. Answer both parts (elementary and secondary) for each item.
1 = Strongly Disagree 5 = Strongly Agree 0 = Can't Tell

33. Alberta should								P	ST	I	BT(I)
		Strongly Disagree				Strongly Agree	Can't Tell	X	X	X	X
1. Continue the optional (voluntary) Internship Program following either the B.Ed. or B.Ed. After Degree programs as in 1985-86 and 1986-87	For elementary teachers	1	2	3	4	5	0				
	For secondary teachers	1	2	3	4	5	0				
2. Introduce a compulsory Internship Program for Beginning Teachers to follow either the B.Ed. or B.Ed. After Degree programs	For elementary teachers	1	2	3	4	5	0				
	For secondary teachers	1	2	3	4	5	0				
3. Introduce an optional Internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program	For elementary teachers	1	2	3	4	5	0				
	For secondary teachers	1	2	3	4	5	0				
4. Introduce a compulsory Internship as part of either a five-year B.Ed. or a three-year B.Ed. After Degree program	For elementary teachers	1	2	3	4	5	0				
	For secondary teachers	1	2	3	4	5	0				
5. Introduce provincial regulations requiring that each Beginning Teacher be assigned to a highly competent Teacher Supervisor	For elementary teachers	1	2	3	4	5	0				
	For secondary teachers	1	2	3	4	5	0				
6. Introduce provincial regulations requiring that each Beginning Teacher be given a reduced teaching load	For elementary teachers	1	2	3	4	5	0				
	For secondary teachers	1	2	3	4	5	0				
7. Discontinue the current optional Teacher Internship Program and revert to the 1984-85 situation	For elementary teachers	1	2	3	4	5	0				
	For secondary teachers	1	2	3	4	5	0				

ITEM	P	ST	I	BT(I)
VI. POLICY ALTERNATIVES (Continued)				
34. If the Teacher Internship Program were to continue, please indicate your extent of agreement with each of the following possible routes for permanent certification.	X	X	X	X

Teacher Interns should be eligible for permanent certification following:	Strongly Disagree				Strongly Agree	Can't Tell
1. Satisfactory completion of the Internship	1	2	3	4	5	0
2. One year of satisfactory teaching following the Internship	1	2	3	4	5	0
3. Two years of satisfactory teaching following the Internship	1	2	3	4	5	0

35. Salary and Salary Credit				
If the Teacher Internship were to continue, and assuming a reduced teaching load and reduced responsibilities for Teacher Interns (when compared with regular full-time teachers):	X	X	X	X

1. Approximately what percentage of a Beginning Teacher's salary should a Teacher Intern receive?

a. ____ 25%
b. ____ 50%
c. ____ 75%
d. ____ 100%

2. To what extent should the Teacher Internship experience count for credit on the teacher salary grid?

a. ____ Not at all
b. ____ Partial credit
c. ____ Full credit

36. If the Teacher Internship Program were to continue, to what extent should each of the following be responsible for establishing the policy and guidelines for the Internship Program? Use one check mark for each item below.	X	X	X	X

	Have Major Responsibility	Some Involvement (e.g. Giving Advice)	No Direct Involvement
1. Alberta Education	____	____	____
2. Alberta School Trustees' Association	____	____	____
3. Alberta Teachers' Association	____	____	____
4. Universities	____	____	____
5. School Systems	____	____	____

37. If the Teacher Internship were to continue, to what extent should each of the following be responsible for administering the program (e.g., program plans, recruitment, selection, placement, professional development, monitoring, evaluation, remediation of Interns)? Use one check mark for each item below.	X	X	X	X

	Have Major Responsibility	Some Involvement (e.g. Giving Advice)	No Direct Involvement
1. Alberta Education	____	____	____
2. Alberta School Trustees' Association	____	____	____
3. Alberta Teachers' Association	____	____	____
4. Universities	____	____	____
5. School Systems	____	____	____

ITEM		P	ST	I	BT(I)
VI. POLICY ALTERNATIVES (Continued)					
38. Length of the Teacher Internship		X	X	X	X
If the Teacher Internship Program were to continue, the length of the Teacher Internship should be:	a. ____ quarter year b. ____ half year c. ____ full year d. ____ more than one year e. ____ other (specify) ____________________				
Possible Guidelines for Teacher Internship					
If a Teacher Internship program were to continue in Alberta, what Provincial Guidelines would you recommend?					
39. Teaching Load		X	X	X	X
1. What percentage of the teaching load of a full-time teacher should be the teaching load of Teacher Interns at the beginning of the Internship period?	a. ____ less than 20% b. ____ 20% to 39% c. ____ 40% to 59% d. ____ 60% to 79% e. ____ 80% and over f. ____ No Provincial Guidelines needed				
2. What percentage of the teaching load of a full-time teacher should be the teaching load of Teacher Interns about mid-way through the Internship?	a. ____ less than 20% b. ____ 20% to 39% c. ____ 40% to 59% d. ____ 60% to 79% e. ____ 80% and over f. ____ No Provincial Guidelines needed				
3. What percentage of the teaching load of a full-time teacher should be the teaching load of Teacher Interns approaching the end of the Internship?	a. ____ less than 20% b. ____ 20% to 39% c. ____ 40% to 59% d. ____ 60% to 79% e. ____ 80% and over f. ____ No Provincial Guidelines needed				

ITEM	P	ST	I	BT(I)

VI. POLICY ALTERNATIVES (Continued)

40. Intern Activities

Provincial Guidelines on the Teacher Internship should specify that the Teacher Intern participate in each of the following:	P	ST	I	BT(I)
	X	X	X	X

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Can't Tell 0
1. Observation, analysis and discussion of teaching at different grade levels	1	2	3	4	5	0
2. Observation, analysis and discussion of teaching in different subject areas	1	2	3	4	5	0
3. Teaching at different grade levels	1	2	3	4	5	0
4. Teaching in different subject areas	1	2	3	4	5	0
5. Teaching the same class or classes for a period of several months	1	2	3	4	5	0
6. Organization of extra-curricular activities	1	2	3	4	5	0
7. Professional development activities at the system and/or provincial level	1	2	3	4	5	0
8. In-school professional development activities	1	2	3	4	5	0
9. Interviews with parents about progress of students	1	2	3	4	5	0
10. Field trips	1	2	3	4	5	0
11. School committee meetings	1	2	3	4	5	0
12. Observation of the work of school administrators, counsellors, support staff	1	2	3	4	5	0
13. Assistance in the library or resource room	1	2	3	4	5	0
14. ATA teacher induction activities	1	2	3	4	5	0
15. Interacting with other Teacher Interns in formal workshops focusing on the internship.	1	2	3	4	5	0

41. Supervision of Teacher Interns

Provincial guidelines should specify that each Teacher Intern:	P	ST	I	BT(I)
	X	X	X	X

	Strongly Disagree 1	2	3	4	Strongly Agree 5	Can't Tell 0
1. Be directly accountable to the Principal or Head Teacher of the school to which the Intern is assigned	1	2	3	4	5	0
2. Work with one Supervising Teacher for the duration of the Internship (even though other teachers may be involved with the Intern).	1	2	3	4	5	0
3. Work with at least two and no more than four Supervising Teachers during the Internship.	1	2	3	4	5	0

ITEM	P	ST	I	BT(I)
VI. POLICY ALTERNATIVES (Continued)				
42. Feedback and Evaluation				
Assuming that the Internship were to continue, please indicate your opinion on these matters.	X	X	X	X

	Strongly Disagree				Strongly Agree	Can't Tell
1. Provincial Guidelines should specify that feedback be provided to Teacher Interns along with discussions on how to improve performance	1	2	3	4	5	0
2. Provincial Guidelines should specify a standard set of criteria for evaluating Teacher Interns throughout Alberta	1	2	3	4	5	0
3. Supervisors of Teacher Interns should be given a reduced teaching load because of their supervisory responsibilities	1	2	3	4	5	0

4. To what extent should each of the following be involved in the formal (written) evaluation of Teacher Interns?

	Not at All				To a Large Extent	Can't Tell
a. Principal or other in-school administrator	1	2	3	4	5	0
b. Teacher Supervisor(s)	1	2	3	4	5	0
c. Central Office Supervisor(s)	1	2	3	4	5	0
d. Superintendent (or designate)	1	2	3	4	5	0

5. Who should have the final authority for the formal (written) evaluation of Teacher Interns? (Check one only)

a. ____ Principal or other in-school administrator
b. ____ Teacher Supervisor(s)
c. ____ Central Office Supervisor(s)
d. ____ Superintendent
e. ____ Other (please specify)

ITEM							P	ST	I	BT(I)
VI. POLICY ALTERNATIVES (Continued)										
43. Selection and Training of Teacher Supervisors							X	X	X	X
	Strongly Disagree				Strongly Agree	Can't Tell				
1. Provincial Guidelines should specify minimum academic qualifications for Supervising Teachers (such as the possession of a four-year B.Ed. degree or equivalent).	1	2	3	4	5	0				
2. Provincial Guidelines should specify minimum competency criteria for Supervising Teachers (such as the possession of a permanent teaching certificate and at least three years of successful teaching in Alberta).	1	2	3	4	5	0				
3. School systems should be responsible for providing supervisory training for Teacher Supervisors.	1	2	3	4	5	0				
4. Training in the form of short courses or university classes in supervision and effective teaching should be required of all Teacher Supervisors who supervise Teacher Interns.	1	2	3	4	5	0				
5. Indicate the extent to which each of the following should be involved in the selection of Teacher Supervisors:	Not at All				To a Large Extent	Can't Tell				
a. Principal	1	2	3	4	5	0				
b. Teachers in the school	1	2	3	4	5	0				
c. Superintendent (or designate)	1	2	3	4	5	0				
d. Alberta Regional Offices of Education	1	2	3	4	5	0				
e. Alberta Teachers' Association	1	2	3	4	5	0				
f. Universities	1	2	3	4	5	0				
g. Alberta School Trustees' Association	1	2	3	4	5	0				
VII. OVERALL EVALUATION										
44. Overall Value of the Alberta Teacher Internship							X	X	X	X

On the ten-point scale given below, please rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher.

Unable to Judge	No Value									Highly Valuable
0	1	2	3	4	5	6	7	8	9	10

APPENDIX B

TABLES 6.28a, 6.29a, 6.36a, 6.37a, 6.38a, 6.41a

Table 28a

Extent of Agreement with Policy Alternatives
(Questionnaire Survey: School-Based Personnel)

Alternative		Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (Former Interns) (n = 173)					
		SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT
1. Continue optional post-B.Ed. Internship	E	11	4	12	14	56	4	11	5	14	17	49	5	16	8	14	20	36	6	12	11	23	17	34	4
	S	11	4	12	12	52	10	10	5	14	15	45	11	16	8	13	18	36	10	10	9	22	18	35	7
2. Introduce compulsory post-B.Ed. Internship	E	18	11	16	15	37	3	25	13	16	12	29	5	27	14	16	15	22	6	27	16	17	13	24	4
	S	17	10	15	14	36	8	24	12	15	13	27	9	26	12	15	13	24	9	26	16	17	12	23	6
3. Introduce optional Internship as part of the B.Ed. program	E	26	11	22	16	18	8	26	13	22	17	15	7	31	9	18	18	15	9	26	15	21	14	19	5
	S	25	12	19	16	18	10	26	12	20	16	15	11	29	9	18	19	13	13	24	14	19	16	20	7
4. Introduce compulsory Internship as part of the B.Ed. program	E	22	11	16	16	30	5	24	16	16	10	28	6	31	9	14	14	27	5	25	12	16	14	28	5
	S	21	11	15	15	29	9	23	15	15	10	28	10	29	9	13	16	26	9	24	13	14	14	27	8
5. Assign beginning teachers to highly competent supervisors	E	14	12	15	23	31	6	16	11	12	20	35	6	11	9	13	19	43	6	17	14	13	22	29	5
	S	13	12	15	22	30	8	15	11	10	20	34	10	10	8	12	20	41	8	19	15	14	21	25	6
6. Reduce teaching load of beginning teachers	E	25	19	18	18	16	4	28	15	16	21	15	5	13	13	25	23	21	5	20	20	20	15	21	5
	S	24	19	19	17	15	7	26	12	18	19	15	10	12	12	23	23	20	10	19	18	22	14	20	7
7. Discontinue current Internship program	E	78	10	4	1	2	4	66	13	8	2	5	7	57	13	7	5	6	12	58	16	11	4	4	6
	S	76	10	3	2	3	7	62	13	7	3	4	12	56	12	6	4	7	15	55	17	8	4	7	8

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.
E = Elementary; S = Secondary.

Table 29a

Extent of Agreement with Alternatives for Permanent Certification
(Questionnaire Survey: School-Based Personnel)

Alternatives for Permanent Certification	Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (Former Interns) (n = 173)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
	%						%						%						%					
1. Following satisfactory completion of internship	56	19	9	5	10	2	51	18	12	5	13	2	23	15	18	11	31	3	35	15	18	8	21	3
2. Following internship and one year of satisfactory teaching	18	11	18	17	35	1	16	8	15	16	44	1	5	3	9	10	71	1	7	4	11	10	67	1
3. Following internship and two years of satisfactory teaching	20	12	12	13	42	1	29	14	22	9	26	2	65	13	12	3	6	2	48	22	19	5	4	1

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 36a

Extent of Agreement with Activities in which Interns Should Participate
(Questionnaire Survey: School-Based Personnel)

	Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (Former Interns) (n = 173)					
Alternative	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
1. Observation, analysis and discussion of teaching at different grade levels	3	4	11	33	49	--	2	5	17	25	51	--	3	8	15	30	43	2	1	6	15	29	48	2
2. Observation, analysis and discussion of teaching in different subject areas	3	3	13	34	47	--	2	4	16	30	49	--	3	8	17	26	44	2	1	5	12	28	52	2
3. Teaching at different grade levels	2	6	16	28	49	--	4	6	17	27	46	1	4	5	18	28	44	1	3	5	21	21	50	1
4. Teaching in different subject areas	2	6	15	31	46	--	2	5	18	25	49	1	3	6	12	27	50	2	2	5	11	26	55	1
5. Teaching the same class or classes for a period of several months	3	5	12	32	48	--	1	1	6	26	65	1	3	2	5	18	73	--	2	3	9	23	64	--
6. Organization of extra-curricular activities	3	5	19	41	33	--	4	5	31	26	34	1	3	5	23	33	35	1	3	9	17	32	38	1
7. Professional development activities at the system and/or provincial level	3	3	10	30	54	--	1	3	16	28	53	--	3	2	10	25	59	1	1	2	8	21	67	1
8. In-school professional development activities	2	1	6	25	65	--	1	2	8	26	64	--	1	1	10	25	63	1	1	2	5	20	72	1

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 36a (Continued)

Alternative	Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (Former Interns) (n = 173)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
				%						%						%						%		
9. Interviews with parents about progress of students	2	3	10	34	51	--	1	--	10	24	65	--	2	1	5	21	72	--	1	1	9	22	68	--
10. Field trips	3	3	10	36	48	--	1	2	11	27	59	--	2	2	9	24	63	--	1	1	11	23	64	--
11. School committee meetings	3	4	14	32	47	--	2	3	17	26	51	1	4	4	18	28	46	1	1	5	16	27	50	--
12. Observation of the work of school administrators, counsellors, support staff	3	9	28	31	28	--	4	8	33	26	28	1	6	13	24	31	26	2	2	7	25	28	37	1
13. Assistance in the library or resource room	8	16	35	25	14	1	10	17	40	16	15	2	9	15	32	25	17	2	7	14	36	22	21	1
14. ATA teacher induction activities	8	12	28	26	24	3	5	9	34	22	28	2	7	9	26	28	27	3	2	10	29	23	35	1
15. Interacting with other interns in formal workshops focusing on the internship	3	5	18	34	40	--	1	2	16	33	48	--	4	6	13	20	58	--	1	5	14	24	56	1

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 37a

Extent of Agreement with Approaches to Supervision of Interns
(Questionnaire Survey: School-Based Personnel)

	Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (Former Interns) (n = 173)					
Aspect of Supervision	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
Directly accountable to the principal	2	4	4	16	74	--	4	4	10	22	59	1	9	8	16	25	41	1	2	9	12	28	48	1
One supervising teacher	10	12	16	23	38	1	7	7	18	25	42	1	8	12	17	20	41	2	10	13	21	24	30	2
Two to four supervising teachers	13	14	19	27	25	1	18	14	18	23	27	1	12	13	15	27	31	3	13	11	21	25	27	4

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 38a

Extent of Agreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Questionnaire Survey: School-Based Personnel)

Possible Guidelines	Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (Former Interns) (n = 173)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
	%						%						%						%					
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	2	2	6	23	67	--	1	1	6	29	63	--	2	3	8	27	60	--	1	1	7	25	66	1
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	10	10	20	28	32	1	5	7	16	27	45	1	4	5	16	30	43	2	2	2	14	22	61	--

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

Table 41a

Extent of Agreement with Possible Provincial Guidelines about Supervising Teachers
(Questionnaire Survey: School-Based Personnel)

Possible Guidelines	Principals (n = 475)						Supervising Teachers (n = 343)						Interns (n = 328)						Beginning Teachers (Former Interns) (n = 173)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
1. Specification of minimum academic qualifications for supervising teachers	8	8	11	22	50	1	6	2	8	18	64	1	7	8	11	17	55	2	8	6	14	14	54	4
2. Specification of minimum competency criteria for supervising teachers	3	3	10	27	57	1	2	3	5	20	70	1	3	2	7	18	70	--	4	2	11	24	58	1
3. Specification that supervising teachers be given a reduced teaching load	16	18	22	22	22	--	10	14	24	22	29	1	16	14	22	28	14	6	15	14	24	28	16	4
4. School systems should be responsible for providing supervisory training for supervising teachers	5	5	16	35	38	2	5	5	17	27	45	2	4	6	20	35	33	3	1	9	17	34	38	1
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	17	18	25	21	19	1	18	15	22	21	23	1	9	14	26	23	23	5	9	15	23	25	26	3

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

CHAPTER 7

SURVEY OF FACULTY OF EDUCATION PROFESSORS

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SURVEY OF FACULTY OF EDUCATION PROFESSORS

Purpose

The purpose of this survey was to obtain the attitudes of education professors about the Alberta Initiation to Teaching Project. In addition, suggestions were sought that could guide in revising various aspects of the Project. This survey was seen, therefore, as an important input of education professors to the development of a professional internship in education.

Sample and Procedure

This report contains the results of the survey of professors in the Faculties of Education of three universities in Alberta. The questionnaire was the same as the one used with various stakeholders; it is described in detail in other reports. In addition to providing fixed response items, the questionnaire allowed for written comments by the respondents. Questionnaires were distributed in November, 1986, and, since no names were used, a follow up was not possible. Completed questionnaires were received from 64 faculty of education members from the University of Alberta, 37 from the University of Calgary and 18 from the University of Lethbridge, with a total of 119 returns. This represents a return of slightly less than 50 percent.

The data were analyzed both by university and for the total sample. In most cases the percentage frequencies of the responses are reported. For a few items, mean scores are also provided.

Results

Future of the Internship

The education faculty members were asked to rate each of seven policy alternatives on a scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). A rating of 3 was considered to mean "undecided," although this was not indicated as such on the scale. A "Can't Tell" response was also included; missing responses were treated as "Can't Tell." The percentage frequency distributions for the responses to the seven policy alternatives are provided in Table 7.1a.* However, for the purpose of analysis, the disagree and strongly disagree responses were combined, as were the agree and strongly agree responses. These results are shown in Table 7.1.

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*Tables with the designation 'a' following the number are located in Appendix A.

Table 7.1

Percentages of Agreement and Disagreement with Policy Alternatives
(Questionnaires: Professors, Faculties of Education)

		University of Alberta (n = 64)		University of Calgary (n = 37)		University of Lethbridge (n = 18)		Total Faculty Members (n = 119)	
Alternative		Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Continue optional post-B.Ed. internship	E	39	39	32	51	39	44	37	44
	S	39	39	32	51	39	44	37	44
2. Introduce compulsory post-B.Ed. internship	E	31	53	35	35	61	28	37	44
	S	31	53	32	35	61	28	36	44
3. Introduce optional internship as part of the B.Ed. program	E	52	19	54	24	44	44	51	24
	S	53	19	54	22	39	44	51	24
4. Introduce compulsory internship as part of the B.Ed. program	E	42	28	14	51	50	33	35	36
	S	44	30	14	46	50	33	35	35
5. Assign beginning teachers to highly competent supervisors	E	20	56	22	62	11	83	19	62
	S	20	58	22	60	11	78	19	61
6. Reduce teaching loads of beginning teachers	E	27	53	22	51	11	61	23	54
	S	28	50	19	49	11	56	23	50
7. Discontinue current internship program	E	75	6	84	3	56	11	75	6
	S	75	6	84	3	56	11	75	6

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree
E = Elementary; S = Secondary

As the data in Table 7.1 show, the support among education professors for any one of the alternative approaches to the internship was, at most, moderate. The greatest support was for either an optional or a compulsory post-B.Ed. internship. About 44 percent agreed with this alternative, but 37 percent opposed it.

The professors were not in favor of introducing an internship as part of the B.Ed. program. Only 24 percent favored such an internship if it were optional and 35 percent favored it if it were compulsory. Indeed, 51 percent opposed the optional arrangement and 35 percent opposed a compulsory internship as part of the B.Ed. program.

Professors from the University of Calgary tended to favor both the present optional internship and the compulsory internship as part of the B.Ed. program. Education faculty members at the University of Alberta favored a compulsory internship following the B.Ed. degree. University of Lethbridge professors were more divided in their opinions on the future of the internship, with a slight preference for continuation of the current program.

However, only 6 percent of the professors (4 professors from the University of Alberta, 1 from the University of Calgary and 2 from the University of Lethbridge) supported the alternative of "discontinuing the current optional Teacher Internship Program and reverting to the 1984-85 situation." With 75 percent of the respondents opposed to discontinuation of the current internship program, it is clear that substantial support for an internship exists among faculty of education professors. It is also evident that various models are preferred, with either an optional or a compulsory post-B.Ed. internship receiving most support.

Fairly strong support was indicated for assigning beginning teachers to highly competent supervisors. About 62 percent of the professors agreed and only 19 percent disagreed.

Moderate support was revealed for reducing the teaching load of beginning teachers. From 50 (secondary) to 54 (elementary) percent of the professors agreed, while 23 percent disagreed.

Comments provided on the questionnaires contributed to a fuller understanding of professors' views of the "ideal" internship. Members of all education faculties seemed to respond positively though critically to questions about the internship. Nineteen professors who rated the ITP 6 or higher on a ten-point scale provided comments, compared with four who rated the ITP 5 or lower.

On the positive side, faculty members attributed many useful features to the ITP, such as gaining practice and confidence before assuming full responsibility, having the benefit of support from experienced teachers, receiving feedback, having opportunities to observe teachers, participating by choice, permitting school districts to evaluate prospective teachers over time, and developing new relationships between the universities and the school systems.

The critics pointed to a number of shortcomings. According to them, the ITP is poorly designed and implemented, has many inconsistencies, does not involve the universities or the ATA meaningfully, is merely a form of cheap labor, is a make work project, and is not justified on pedagogical grounds.

The major suggestions arising from the comments relate mostly to improving the model rather than terminating it, as the following comments show:

1. The Alberta internship should be clearly defined with sufficient guidelines to provide assurance of maximum benefit to interns. Attention to guidelines, regulations, standards and evaluation is important.

2. Monitoring should be sufficient to minimize disparate experiences among interns.

3. Success of the internship depends on the quality of supervising teachers. Careful selection and training of supervisory teachers are essential.

4. Internship should follow the B.Ed., and it should be different from the practicum.

5. Interns and beginning teachers should receive equal treatment.

6. As far as possible, the normal teacher benefit package should apply to interns. Remuneration should be sufficiently attractive to entice graduates to participate as interns. Some recognition toward permanent certification should be associated with the internship.

Permanent Certification

Professors were asked to indicate the extent of their agreement or disagreement with three alternatives for permanent certification. The percentage distributions are presented in Table 7.2a (Appendix A), and the percentages in agreement and disagreement with each alternative are presented in Table 7.2.

Table 7.2

Percentages of Agreement and Disagreement with Alternatives for Permanent Certification
(Questionnaires: Professors, Faculties of Education)

Alternative for Permanent Certification	University of Alberta (n = 64)		University of Calgary (n = 37)		University of Lethbridge (n = 18)		Total Faculty Members (n = 119)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Following satisfactory completion of internship	66	13	73	11	83	16	71	11
2. Following internship and one year of satisfactory teaching	22	47	32	30	28	44	26	41
3. Following internship and two years of satisfactory teaching	23	55	24	68	44	50	27	58

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

The results show that granting a Permanent Teaching Certificate directly upon completion of the Internship was not favored; only 11 percent of the professors agreed with this route, while 71 percent disagreed. About 41 percent agreed with granting permanent certification following the internship and one year of successful teaching. However, the third alternative was most favored, with 58 percent of the professors agreeing that permanent certification should follow the internship and two years of satisfactory teaching.

Salary

As the data in Table 7.3 show, there was substantial support for an intern salary of three quarters of that of a beginning teacher; 59 percent of the professors agreed with this amount. However, 31 percent considered that the salary should be half that of a beginning teacher.

Salary Credit

Responses varied substantially on the amount of credit on the salary grid that should be awarded for internship experience. Half of the professors supported a partial credit, 28 percent full credit, while 22 percent favored granting no credit on the salary grid. The percentage distributions are shown in Table 7.4.

Establishment of Policy and Guidelines

Percentage frequency distributions of opinions as to the extent that various organizations should be responsible for establishing policy and guidelines for the internship program are provided in Table 7.5. Alberta Education was viewed as having major responsibility, but with substantial support from the Alberta Teachers' Association, the universities and the school systems. The Alberta School Trustees' Association was not seen as sharing the responsibility for policy development. However, the professors favored involvement of all five organizations in the establishment of internship policies.

Administration of the Internship

The data in Table 7.6 show that professors see the school systems as having the major responsibility for administration of the internship; 77 percent of the respondents favored this. About one-third favored Alberta Education and one-third saw the universities as having the major responsibility for administering the internship. Once again, all five organizations were seen as having some involvement.

Table 7.3

Preferences about Salary of Interns
(Questionnaires: Professors, Faculties of Education)

Percentage of Beginning Teacher's Salary that Interns Should Receive	University of Alberta (n = 64) %	University of Calgary (n = 37) %	University of Lethbridge (n = 18) %	Total Faculty Members (n = 119) %
25%	5	--	--	2
50%	30	31	33	31
75%	59	55	67	59
100%	6	14	--	8

Table 7.4

Preferences about Salary Grid Credit for Internship Experience
(Questionnaires: Professors, Faculties of Education)

Amount of Salary Grid Credit Awarded for Internship Experience	University of Alberta (n = 64) %	University of Calgary (n = 37) %	University of Lethbridge (n = 18) %	Total Faculty Members (n = 119) %
None	19	32	11	22
Partial	51	41	67	50
Full	30	27	22	28

Table 7.5

Preferences about Degrees of Responsibility of Organizations in Developing Internship Policy and Guidelines
(Questionnaires: Professors, Faculties of Education)

	Major Responsibility				Some Involvement				Not Directly Involved				Did Not Answer			
	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T
Organization		%				%				%				%		
1. Alberta Education	50	54	50	51	44	43	39	43	6	3	11	6	--	--	--	--
2. Alberta School Trustees' Association	16	5	6	11	53	65	72	60	31	27	22	28	--	3	--	1
3. Alberta Teachers' Association	44	38	44	42	50	59	56	54	5	3	--	3	1	--	--	1
4. Universities	31	51	56	41	63	46	44	55	6	3	--	4	--	--	--	--
5. School systems	44	32	50	41	56	54	39	53	--	11	11	5	--	3	--	1

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some," or "not directly."

A = University of Alberta (n = 64); C = University of Calgary (n = 37); L = University of Lethbridge (n = 18);
T = Total Number of Professors (N = 119)

Table 7.6

Preferences about Degrees of Responsibility of Organizations in Administering the Internship
(Questionnaires: Professors, Faculties of Education)

	Major Responsibility				Some Involvement				Not Directly Involved				Did Not Answer			
	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T
Organization		%				%				%				%		
1. Alberta Education	33	38	28	34	44	43	61	46	22	19	11	19	1	--	--	1
2. Alberta School Trustees' Association	3	3	6	3	53	49	55	52	42	46	39	43	2	2	--	2
3. Alberta Teachers' Association	28	19	22	24	50	68	67	58	20	13	11	17	2	--	--	1
4. Universities	24	35	61	33	56	54	28	51	20	11	11	16	--	--	--	--
5. School systems	77	70	94	77	23	24	6	21	--	6	--	2	--	--	--	--

Percentages of columns do not add up to 100% because respondents could choose more than one organization under the categories of "major," "some," or "not directly."

A = University of Alberta (n = 64); C = University of Calgary (n = 37); L = University of Lethbridge (n = 18);
T = Total Number of Professors (N = 119)

Length of the Internship

As shown in Table 7.7, 86 percent of the respondents favored a full-year internship.

Teaching Load

Respondents were asked to indicate the percentage of a full-time teaching load that should be specified in Provincial Guidelines for the beginning, middle, and end of the internship period.

The responses, displayed in Table 7.8, showed that professors favored a gradual increase in the teaching load over the period of the internship. Just over one-third favored starting interns at 20 to 39 percent of a full-time teaching load. Just over one-third favored starting interns at 40 to 59 percent of a regular teaching load.

Fifty percent of the professors favored a load of 60 to 79 percent mid-way through the internship, while 29 percent favored a load of 40 to 59 percent.

Fifty-one percent of the professors favored a load of 80 percent and over for interns toward the end of the internship, with 29 percent suggesting a load of 60 to 79 percent of the full-time teaching load.

Internship Activities

The respondents were asked to express the extent of their agreement or disagreement with Provincial Guidelines requiring involvement of interns in each of 15 teaching-related activities. Detailed percentage distributions of the responses are given in Table 7.9a (Appendix A). Table 7.9 indicates the percentages of professors who agreed or disagreed with the inclusion of each activity.

At least 80 percent of the professors supported Provincial Guidelines that would require participation of interns in each of three activities:

1. Teaching the same class or classes for a period of several months;
2. In-school professional development activities; and
3. Interacting with other interns in formal workshops on internship.

Least support was obtained for the following three activities:

1. Assistance in the library or resource room;
2. ATA teacher induction activities; and
3. Organization of extra-curricular activities.

The remaining nine activities received moderate (55%) to high (72%) levels of support.

Table 7.7

Preferences about Length of Internship
(Questionnaires: Professors, Faculties of Education)

Length of Internship	University of Alberta (n = 64) %	University of Calgary (n = 37) %	University of Lethbridge (n = 18) %	Total Faculty Members (n = 119) %
Quarter year	2	--	--	1
Half year	5	5	17	7
Full year	89	87	78	86
More than one year	3	--	--	2
Other (specify)	1	5	5	3
No opinion	--	3	--	1

Table 7.8

Preferences about the Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers, at Beginning, Middle, and End of Internship
(Questionnaires: Professors, Faculties of Education)

	Teaching less than 20%				Teaching 20-39%				Teaching 40-59%				Teaching 60-79%				Teaching 80% and over				Left Blank or No Guidelines Needed			
	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T
		%				%				%				%				%				%		
At the beginning of the internship	8	8	11	8	30	32	50	34	42	32	17	35	11	14	22	13	2	5	--	3	6	8	--	6
About mid-way through the internship	--	--	--	--	9	3	6	7	25	32	39	29	50	46	55	50	8	11	--	8	6	8	--	6
Approaching the end of the internship	--	--	--	--	--	--	6	1	8	11	6	8	31	30	22	29	50	46	67	51	9	13	--	9

A = University of Alberta (n = 64); C = University of Calgary (n = 37); L = University of Lethbridge (n = 18);
T = Total Students (n = 119)

Table 7.9

Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate
(Questionnaires: Professors, Faculties of Education)

	University of Alberta (n = 64)		University of Calgary (n = 37)		University of Lethbridge (n = 18)		Total Faculty Members (n = 119)	
Activities	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Observation, analysis and discussion of teaching at different grade levels	8	67	11	73	6	89	8	72
2. Observation, analysis and discussion of teaching in different subject areas	9	61	5	65	11	83	8	66
3. Teaching at different grade levels	6	66	22	62	--	78	10	66
4. Teaching in different subject areas	13	64	24	57	17	56	17	61
5. Teaching the same class or classes for a period of several months	3	81	8	84	6	67	5	80
6. Organization of extra-curricular activities	20	42	16	54	11	50	18	47
7. Professional development activities at the system and/or Provincial level	9	64	11	73	11	83	10	70
8. In-school professional development activities	6	83	8	78	11	83	8	82
9. Interviews with parents about progress of students	6	70	8	68	17	78	8	71
10. Field trips	5	64	8	68	11	67	7	66
11. School committee meetings	13	59	11	73	11	78	12	66
12. Observation of the work of school administrators, counsellors, support staff	13	56	22	54	22	50	17	55
13. Assistance in the library or resource room	27	41	30	27	33	28	29	35
14. ATA teacher induction activities	23	45	24	38	28	56	24	46
15. Interacting with other interns in formal workshops focusing on the internship	2	81	5	78	11	78	4	80

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Supervision of Interns

The respondents were asked to record the extent of their agreement or disagreement with the inclusion of three supervision-related stipulations in Provincial Guidelines. Table 7.10a (Appendix A) displays the percentage distributions of the responses. As shown in Table 7.10, 69 percent agreed to include in Provincial Guidelines a provision that interns should be directly responsible to principals, while 13 percent disagreed.

The majority of professors (59%) agreed that Provincial Guidelines should require the intern to work with one supervising teacher for the duration of the internship (even though other teachers may also be involved). Only 14 percent disagreed with this view.

However, 45 percent of the professors considered that Provincial Guidelines should require an intern to work with at least two and not more than four supervising teachers during the internship; 36 percent disagreed with making this a Provincial Guideline.

Opinion favored Guidelines that would make interns directly responsible to principals in the same way as other teachers, and that would require each intern to work with one supervising teacher for the entire internship but have opportunities to work with other teachers as well.

Feedback and Evaluation

Table 7.11a (Appendix A) contains the detailed frequency distributions of responses to two questions on feedback and evaluation. Table 7.11 provides a summary of these data, indicating that 94 percent of the professors agreed that Provincial Guidelines should require feedback to be provided to interns in conjunction with discussions on how to improve performance. The respondents were not quite as united in supporting Provincial Guidelines that would specify standard criteria for evaluating interns throughout Alberta. Even so, 73 percent agreed about this alternative, compared with 11 percent who disagreed. The responses indicate that professors place a high priority on quality feedback to interns and on a standard set of criteria for evaluating interns.

Table 7.12 lists the mean scores on a five-point scale of responses to the question: "To what extent should each of the following be involved in the formal (written) evaluation of Interns?" The professors clearly favored involvement of the supervising teachers, with a mean score of 4.77 on the five-point scale. Their second choice was the principal (or other in-school administrators), with a mean score of 3.92.

Table 7.10

Percentages of Agreement and Disagreement with Alternative Approaches to Supervision of Interns
(Questionnaires: Professors, Faculties of Education)

Aspect of Supervision	University of Alberta (n = 64)		University of Calgary (n = 37)		University of Lethbridge (n = 18)		Total Faculty Members (n = 119)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
Directly accountable to the principal	14	63	8	81	17	67	13	69
One supervising teacher	17	56	11	60	11	67	14	59
Two to four supervising teachers	33	47	35	49	50	33	36	45

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 7.11

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Questionnaires: Professors, Faculties of Education)

Possible Guideline	University of Alberta (n = 64)		University of Calgary (n = 37)		University of Lethbridge (n = 18)		Total Faculty Members (n = 119)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	--	94	3	95	6	94	2	94
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	8	73	16	73	11	72	11	73

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 7.12

Preferences about Extent of Involvement of Different Personnel in Formal Evaluation of Interns
(Questionnaires: Professors, Faculties of Education)

Personnel	University of Alberta (n = 64) Mean	University of Calgary (n = 37) Mean	University of Lethbridge (n = 18) Mean	Total Faculty Members (n = 119) Mean
1. Principal or other in-school administrator	3.86	3.84	4.28	3.92
2. Supervising teachers	4.78	4.81	4.67	4.77
3. Central office supervisor(s)	2.43	2.32	2.22	2.36
4. Superintendent (or designate)	2.00	1.86	2.06	1.97

The scale used was 1 "Not at all" to 5 "To a large extent."

Support for the involvement of central office supervisor(s) or superintendents was minimal; this is reflected in mean scores of 2.36 and 1.97. Clearly, evaluation of interns is seen as a responsibility of supervising teachers and principals.

Table 7.13 contains the percentages of responses to a related question: "Who should have the final authority for the formal (written) evaluation of Teacher Interns?" Supervising teachers received the most support (49%), followed by the principal or other in-school administrator (34%).

Supervising Teachers

Tables 7.14 and 7.15 show the extent to which professors in the three universities agreed with propositions relating to the selection, training and teaching loads of supervising teachers; Table 7.14a (Appendix A) reports some of these responses in detail.

Selection. There was very strong support for the view that Provincial Guidelines should specify minimum academic qualifications for supervising teachers: 87 percent agreed and only 8 percent disagreed. Similarly, 89 percent agreed that Provincial Guidelines should specify minimum competency criteria for supervising teachers; only 7 percent disagreed. Support for stipulating minimum academic qualifications, such as a four-year B.Ed. degree, and minimum competency criteria, such as three or more years of successful teaching in Alberta, was very high. As shown in Table 7.15, the principal was viewed as the person who should have greatest involvement in selecting supervising teachers, with a mean score of 4.61 on a five-point scale. Teachers in the school were seen to have moderate involvement in selecting supervising teachers, with a mean score of 3.67. Some involvement was seen for the superintendent and for the universities, with mean scores of 2.76 and 2.60. Professors did not envisage involvement by the Alberta Teachers' Association, the Alberta Regional Offices of Education, and the Alberta School Trustees' Association in selecting supervising teachers; this is apparent from mean scores of 2.16, 1.82 and 1.39 respectively.

Training. Sixty-four percent of the respondents agreed that school systems should be responsible for providing supervisory training for supervising teachers; 19 percent disagreed with this view. Somewhat greater support (78%) was shown for the proposition that training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers. As Table 7.14 shows, only 9 percent disagreed on this issue. Support for supervisory training of supervising teachers was high.

Table 7.13

Preferences about Final Authority for Formal Evaluation of Interns
(Questionnaires: Professors, Faculties of Education)

Evaluator	University of Alberta (n = 64) %	University of Calgary (n = 37) %	University of Lethbridge (n = 18) %	Total Faculty Members (n = 119) %
1. Principal or other in-school administrator	33	30	44	34
2. Supervising teachers	52	49	39	49
3. Central office supervisor(s)	--	5	6	3
4. Superintendent	6	3	--	4
5. Other, or a combination	9	13	11	10

Table 7.14

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Supervising Teachers
(Questionnaires: Professors, Faculties of Education)

Possible Guideline	University of Alberta (n = 64)		University of Calgary (n = 37)		University of Lethbridge (n = 18)		Total Faculty Members (n = 119)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Specification of minimum academic qualifications for supervising teachers	8	88	5	92	17	78	8	87
2. Specification of minimum competency criteria for supervising teachers	6	86	5	95	11	89	7	89
3. Specification that supervising teachers be given a reduced teaching load	11	64	27	57	22	61	18	61
4. School systems should be responsible for providing supervisory training for supervising teachers	27	58	8	68	11	78	19	64
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	11	75	8	84	6	78	9	78

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

Table 7.15

Preferences about the Extent of Involvement of Individuals or Organizations in Selection of Supervising Teachers (Questionnaires: Professors, Faculties of Education)

Individual or Organization	University of Alberta (n = 64)	University of Calgary (n = 37)	University of Lethbridge (n = 18)	Total Faculty Members (n = 119)
	Mean	Mean	Mean	Mean
1. Principal	4.60	4.51	4.88	4.61
2. Teachers in the school	3.79	3.27	4.12	3.67
3. Superintendent (or designate)	2.85	2.65	2.71	2.76
4. Alberta Regional Offices of Education	1.71	2.14	1.50	1.82
5. Alberta Teachers' Association	2.10	2.32	2.00	2.16
6. Universities	2.40	2.81	2.82	2.60
7. Alberta School Trustees' Association	1.43	1.38	1.24	1.39

The scale used was 1 "Not at all" to 5 "To a large extent."

Teaching load. As the data in Table 7.14 indicate, 61 percent of the professors agreed and 18 percent disagreed with the proposition that Provincial Guidelines should specify that supervising teachers be given reduced teaching loads.

Overall Value

Table 7.16 contains the frequency distributions and the mean scores for the final question in the survey: "On the ten-point scale given below, please rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher." Fairly strong support for the Alberta Internship is revealed by these data, with especially high mean scores in two faculties (7.96 and 8.03). Seventy-two percent of the respondents ranked the internship as 7 or higher on the ten-point scale; only 8 percent rated it 4 or lower.

A comparison of these responses with those from the previous year is given in Table 7.17.

Overall, the professors changed their views about the Alberta internship substantially over the year. They placed higher value on it in 1986-87 than they did in 1985-86, with the mean score increasing from 7.12 to 7.74. The most dramatic change took place at the University of Calgary, where professors' mean score increased from 6.76 to 8.03. At the University of Alberta, there was a modest improvement in an already positive view of the internship, with the mean score rising from 7.34 to 7.96. In contrast, at the University of Lethbridge, professors viewed the Alberta internship less favorably in the second year, with the mean score dropping from 6.92 to 6.27.

As indicated earlier, taken as a group, the professors viewed the internship with considerable favor, and, in general, their views became more positive during the period of the Project. Only a small percentage viewed it unfavorably.

Table 7.16

Perceptions about the Value of Internship as a Means of Facilitating the Transition from Student to Professional Teacher (Questionnaires: Professors, Faculties of Education)

Value	University of Alberta (n = 64) %	University of Calgary (n = 37) %	University of Lethbridge (n = 18) %	Total Faculty Members (n = 119) %
10 (Highly Valuable)	17	27	6	19
9	16	11	--	12
8	28	32	17	28
7	11	11	28	13
6	2	6	11	4
5	5	--	6	3
4	2	--	6	2
3	2	8	6	4
2	--	--	--	--
1 (No Value)	2	--	6	2
Unable to judge, or missing	15	5	14	13
Mean	7.96	8.03	6.27	7.74

Table 7.17

Comparison of 1985-86 and 1986-87 Mean Scores on
Overall Value of the Alberta Internship
(Questionnaires: Professors, Faculties of Education)

Year	n	University of Alberta	University of Calgary	University of Lethbridge	Total
1985-86	106	7.34	6.76	6.92	7.12
1986-87	119	7.96	8.03	6.27	7.74

Summary

The observations presented below follow directly from the questionnaire responses and comments provided by professors of education at three Alberta universities.

1. Members of these Faculties of Education supported the continuation of the Alberta internship. However, faculty support for any particular model of internship was divided. The present optional model and the compulsory post-B.Ed. internship model were supported almost equally. Other models enjoyed considerably less support.

2. The internships for elementary and secondary teachers should be approximately equivalent in nature.

3. There was little support for the alternative of increasing the length of B.Ed. programs.

4. Most professors favored assignment of beginning teachers to highly competent supervising teachers.

5. Permanent certification should continue to be contingent upon two years of successful full-time teaching.

6. Salaries for interns should be about three quarters of the salaries of beginning teachers.

6. Partial credit should be awarded on the salary grid for a one-year internship.

8. Alberta Education should assume the major responsibility for developing internship policies and guidelines, with the Alberta Teachers' Association, the universities and the school systems sharing this burden.

9. School systems should carry the major responsibility for administering the internship.

10. The internship should occupy one full school year.

11. During the internship, the percentage of time spent on teaching by an intern should begin at about 40 percent, increase to at least 60 percent mid-way through the internship, and rise to at least 80 percent toward the end of the internship.

12. Provincial Guidelines should specify a comprehensive list of activities in which every intern should be engaged during the year. A suggested list is contained in Table 7.9.

13. Interns should be directly accountable to principals.

14. An intern should be directly responsible to only one supervising teacher, even though he/she should work with several teachers.

15. Provincial Guidelines should specify that interns must receive regular feedback and suggestions for improving their performance.

16. Provincial Guidelines should specify standard criteria for evaluating interns throughout Alberta.

17. Supervising teachers and principals should be responsible for providing formal written evaluations of interns' performance. Both of these parties should be involved in evaluating the interns.

18. Provincial Guidelines should specify minimum academic standards and minimum competency criteria for supervising teachers.

19. Provincial Guidelines should specify that supervising teachers be given reduced teaching loads.

20. School systems should be responsible for supervisory training of supervising teachers. All supervising teachers should be required to undergo training in the form of short courses or university classes in supervision and effective teaching. Provincial Guidelines to this effect need to be developed.

21. Principals should be placed in charge of selecting supervising teachers, with input from the teachers in the schools concerned.

22. Most professors viewed the Alberta internship favorably. Their support for the internship increased in the second year of the program.

APPENDIX A

TABLES 7.1a, 7.2a, 7.9a, 7.10a, 7.11a, 7.14a

Table 7.1a

Extent of Agreement with Policy Alternatives
(Questionnaires: Professors, Faculty of Education)

Alternative		University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)					
		SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
					%						%						%						%		
1. Continue optional post-B.Ed. internship	E	20	19	13	17	22	9	19	14	11	19	32	5	28	11	11	17	28	5	21	16	12	18	26	7
	S	20	19	14	19	20	8	19	14	8	16	35	8	33	6	11	17	28	5	22	15	12	18	26	7
2. Introduce compulsory post-B.Ed. internship	E	22	9	9	22	31	7	24	11	22	5	30	8	33	28	6	6	22	5	24	13	13	14	29	7
	S	22	9	9	20	33	7	24	8	22	5	30	11	33	28	6	6	22	5	24	12	13	13	30	8
3. Introduce optional internship as part of the B.Ed. program	E	30	22	14	6	13	15	38	16	8	16	8	14	28	17	6	22	22	5	32	19	11	12	13	13
	S	30	23	14	6	13	14	38	16	8	14	8	16	22	17	6	22	22	11	31	20	11	11	13	14
4. Introduce compulsory internship as part of the B.Ed. program	E	31	11	19	16	13	10	11	3	14	19	32	21	39	11	11	22	11	6	26	8	16	18	19	13
	S	33	11	17	16	14	9	11	3	16	14	32	24	39	11	6	22	11	11	27	8	15	16	19	15
5. Assign beginning teachers to highly competent supervisors	E	14	6	17	23	33	7	14	8	14	27	35	2	6	6	--	11	72	5	13	7	13	23	40	4
	S	14	6	17	22	36	5	14	8	14	27	32	5	6	6	--	11	67	10	13	7	13	22	40	5
6. Reduce teaching load of beginning teachers	E	14	13	14	23	30	6	3	19	22	27	24	5	6	6	22	17	44	5	9	13	18	24	30	6
	S	14	14	16	20	30	6	3	16	24	24	24	9	6	6	22	17	39	10	9	13	19	21	30	8
7. Discontinue current internship program	E	53	22	9	5	2	9	70	14	--	--	3	13	39	17	11	--	11	22	56	19	7	3	3	12
	S	52	23	9	5	2	9	70	14	--	--	3	13	39	17	6	--	11	27	56	19	6	3	3	13

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.
E = Elementary; S = Secondary.

Table 7.2a

Extent of Agreement with Alternatives for Permanent Certification
(Questionnaires: Professors, Faculty of Education)

	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)					
Alternative	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT
1. Following satisfactory completion of internship	44	22	9	8	5	12	60	14	3	3	8	12	78	6	--	--	6	10	54	17	6	5	6	12
2. Following internship and one year of satisfactory teaching	14	8	22	19	28	9	24	8	24	16	14	14	11	17	22	6	39	5	17	9	23	16	25	10
3. Following internship and two years of satisfactory teaching	11	13	16	20	34	6	14	11	5	5	62	3	28	17	--	22	28	5	14	13	10	16	42	5

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 7.9a

Extent of Agreement about Activities in Which Interns Should Participate
(Questionnaires: Professors, Faculties of Education)

Alternative	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
1. Observation, analysis and discussion of teaching at different grade levels	5	3	19	22	45	6	8	3	14	19	54	2	6	--	--	11	78	5	6	3	14	19	53	5
2. Observation, analysis and discussion of teaching in different subject areas	5	5	23	23	38	6	6	--	27	24	41	2	6	6	--	17	67	--	5	3	21	23	43	5
3. Teaching at different grade levels	3	3	19	23	42	10	14	8	16	16	46	--	--	--	22	33	45	--	6	4	19	23	44	4
4. Teaching in different subject areas	5	8	16	28	36	7	11	14	19	13	43	--	6	11	22	17	39	5	7	10	18	22	39	4
5. Teaching the same class or classes for a period of several months	5	16	31	22	20	6	3	5	8	16	68	--	--	6	28	11	55	--	1	4	11	16	64	4
6. Organization of extra-curricular activities	5	16	31	22	20	6	3	13	30	19	35	--	11	--	33	28	22	6	5	13	31	22	25	4
7. Professional development activities at the system and/or Provincial level	3	6	19	30	34	8	8	3	14	24	49	2	11	--	6	22	61	--	6	4	15	27	43	5

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 7.9a (Continued)

Alternative	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
8. In-school professional development activities	2	5	5	34	48	6	3	5	13	22	57	--	11	--	6	22	61	--	3	4	8	29	53	3
9. Interviews with parents about progress of students	2	5	14	38	33	8	3	6	24	32	35	--	11	6	5	28	50	--	3	5	16	35	36	5
10. Field trips	3	2	23	33	31	8	5	3	22	32	35	3	6	6	17	33	33	5	4	3	22	33	33	5
11. School committee meetings	--	12	19	30	30	9	3	8	16	30	43	--	6	5	11	28	50	--	2	10	17	29	37	5
12. Observations of the work of school administrators, counsellors, support staff	5	8	25	33	23	6	11	11	22	22	32	2	17	6	22	17	33	5	8	8	24	27	28	5
13. Assistance in the library or resource room	5	22	25	22	19	7	8	22	41	11	16	2	17	17	39	16	11	--	8	21	32	18	17	4
14. ATA teacher induction activities	9	14	22	30	16	9	8	16	38	14	24	--	17	11	11	22	33	6	10	14	25	24	21	6
15. Interacting with other interns in formal workshops focusing on the internship	--	2	11	20	52	5	--	5	16	30	49	--	11	--	11	22	56	--	2	3	13	29	51	2

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 7.10a

Extent of Agreement with Approaches to Supervision of Interns
(Questionnaires: Professors, Faculty of Education)

Alternative	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
Directly accountable to the principal	6	8	14	20	42	10	3	5	11	16	65	--	11	6	11	17	50	5	6	7	13	19	50	5
One supervising teacher	11	6	22	25	31	5	3	8	30	24	35	--	6	6	17	22	44	5	8	7	24	24	35	2
Two to four supervising teachers	17	16	14	25	22	6	13	22	16	27	22	--	28	22	11	11	22	6	18	19	14	24	22	2

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 7.11a

Extent of Agreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Questionnaires: Professors, Faculty of Education)

Possible Guideline	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)					
	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	--	--	3	25	69	3	--	3	3	27	67	--	6	--	--	--	94	--	1	1	3	22	72	1
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	3	5	14	34	39	5	5	11	11	24	49	--	6	6	16	11	61	--	4	7	13	28	45	3

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 7.14a

Extent of Agreement with Possible Provincial Guidelines about Supervising Teachers
(Questionnaires: Professors, Faculty of Education)

Possible Guideline	University of Alberta (n = 64)						University of Calgary (n = 37)						University of Lethbridge (n = 18)						Total Faculty Members (n = 119)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
1. Specification of minimum academic qualifications for supervising teachers	2	6	3	20	67	2	3	3	3	11	81	--	11	6	5	0	78	0	3	5	3	14	73	2
2. Specification of minimum competency criteria for supervising teachers	2	5	5	22	64	2	3	3	--	16	78	--	6	6	--	6	83	--	3	4	3	18	71	1
3. Specification that supervising teachers be given a reduced teaching load	8	3	20	34	30	5	14	14	14	30	27	1	5	17	17	22	39	--	9	8	18	31	30	4
4. School systems should be responsible for providing supervisory training for supervising teachers	11	16	11	23	34	5	3	5	22	24	43	3	11	--	6	11	67	5	8	10	13	22	42	5
5. Training in the form of short courses or university classes in supervision and effective teaching should be required of all supervising teachers	5	6	11	38	38	2	--	8	8	22	62	--	6	--	11	22	56	5	3	6	10	30	48	3

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.

APPENDIX B

SUMMARY OF COMMENTS BY PROFESSORS OF EDUCATION

SUMMARY OF COMMENTS BY PROFESSORS IN THE FACULTIES OF EDUCATION

Members of all four Faculties of Education at three Alberta universities seemed to respond positively though critically to questions about the internship. Nineteen professors who rated the ITP 6 or higher on a ten-point scale provided comments, compared with four who scored the ITP 5 or lower.

On the positive side, faculty members attributed many useful features to the ITP, such as gaining practice and confidence before assuming full responsibility, having the benefit of the support of experienced teachers, receiving feedback, having opportunities to observe teachers, participating by choice, permitting school districts to evaluate prospective teachers over time, and developing new relationships between the universities and the school systems.

The critics pointed to the shortcomings. According to them, the ITP is poorly designed and implemented, has many inconsistencies, does not involve the universities or the ATA meaningfully, is merely a form of cheap labor, is a "make work project," and is not justified on pedagogical grounds.

The major suggestions arising from the comments relate mostly to improving the model rather than terminating it.

1. The Alberta internship should be clearly defined with sufficient guidelines to provide assurance of maximum benefit to interns. Attention to guidelines, regulations, standards and evaluation is important.

2. Monitoring should be sufficient to minimize disparate experiences among interns.

3. A one-year compulsory internship is essential. This would eliminate a number of problems associated with a voluntary system.

4. Success of the internship depends on the quality of supervising teachers. Careful selection and training of supervisory teachers are essential.

5. Internship should follow the B.Ed., and it should be different from the practicum.

6. Interns should be treated as certificated teachers, in the same way as are beginning teachers.

7. As far as possible, the normal teacher benefit package should apply to interns. Remuneration should be sufficiently attractive to entice graduates to participate as interns. Some progress toward permanent certification should be associated with the internship.

COMMENTS BY PROFESSORS OF EDUCATION AT THE UNIVERSITY OF ALBERTA

Comments from 7 professors who evaluated ITP positively (a score of 6-10 on a ten-point scale) on the questionnaire.

Comments from 2 professors who evaluated ITP negatively (a score of 1-5 on a ten-point scale) on the questionnaire.

Comments from 4 professors who stated that they were unable to judge the value of ITP on the questionnaire.

University of Alberta (13 professors provided comments: 7 positive, 2 negative and 4 were unable to judge)

Rating Assigned	
10	Current program has many merits: - both intern and district participate by choice - school districts can evaluate prospective interns over time - interns have an established support structure.
9	Internship would allow us to dramatically reduce student teaching. Certification requirements should be additional to B.Ed.
10	Is the Alberta internship defined? My view of an internship is that it is highly valuable.
10	A one-year compulsory internship is essential. Maintain the current practicum.
8	Beginning teachers should be able to practice and gain confidence before assuming full responsibility. They should also have the benefit of experienced teachers.
8	Quality of internships has been disparate--some interns have been exploited.
7	Success depends on the quality of the supervising teacher.
1	Present internship is merely a form of cheap labor. If an internship is introduced, it should be for all, not only for those who can't find a teaching position.
3	Internship is not justified on pedagogical grounds. It is a make work project. Did the child in the classroom benefit? Who will pick up the cost in the future?

Comments by professors who reported they were "Unable to judge":

- Internship should be mandatory.
- Internship should be conceptually different from the practicum, otherwise it will be destroyed. Interns must not be treated as teacher aides.
- Normal teacher benefit package should apply to the internship. Replace permanent certification with periodic certification.
- The value lies in the implementation. What are the results? Better teachers? Has the ATA been undermined by school boards?

COMMENTS BY PROFESSORS OF EDUCATION AT THE UNIVERSITY OF CALGARY

Comments from 8 professors who evaluated ITP positively (a score of 6-10 on a ten-point scale) on the questionnaire.

Comments from one professor who evaluated ITP negatively (a score of 3 on a ten-point scale) on the questionnaire.

University of Calgary (9 professors provided comments: 8 positive and 1 negative)

Rating Assigned:	
9	Supervising teachers must be trained and evaluated. We need highly competent supervising teachers. Interns should have a variety of experiences.
10	Internship has the potential of shaping highly competent beginning teachers. Interns should be placed with highly competent teachers and not used as "pawns."
10	A whole year is better than student teaching. Quality depends on the school, supervisor and program.
10	Internship should be a learning experience. Remuneration should be attractive enough. Major responsibility for implementation, monitoring and overall success should lie at local level. All other agencies should have a supportive role. We cannot afford to wait for better economic times.
7	Most of the questions on selection of interns and supervisors do not seem to consider the possibility of the internship becoming part of a university program.
8	There may be differences between elementary and secondary.
6	Keep the process out of the area of trustee politics.
6	Too early to tell--pre-service intern seminar needed. Principals and supervisors need training and support.

3	The present internship has many inconsistencies, particularly in the standards of supervising teachers. We need selected master teachers who are rewarded accordingly. The university should be involved with the evaluation of interns. The involvement of the ATA is a mockery.

COMMENTS BY PROFESSORS OF EDUCATION AT THE UNIVERSITY OF LETHBRIDGE

Comments from 4 professors who evaluated ITP positively (a score of 6-10 on a ten-point scale) on the questionnaire.

Comments from one professor who evaluated ITP negatively (a score of 3 on a ten-point scale) on the questionnaire.

Comments from 2 professors who stated that they were unable to judge the value of ITP on the questionnaire.

University of Lethbridge (7 professors provided comments: 4 positive, 1 negative and 2 were unable to judge)

Rating Assigned:	
10	The internship has great potential for the relationship between the school systems and the universities. Education does not have to follow other professions on the internship, but can develop its own model.
8	Job specifications should be clearly specified. Varied teaching experiences are necessary, but these should not be those of a teacher aide. Will the internship be a route to full employment?
7	Ideally highly valuable, but the Alberta ITP is rated only a 7 (on the ten-point scale).
7	If a higher salary were received the interns might view the internship differently, more positively.
3	The Alberta internship model is poorly designed and poorly implemented. The internship approach is far more promising than the Alberta model suggests.

Comments by respondents who indicated that they were "Unable to judge":

0	Potentially valuable. There is a wide range of use and abuse at present. Clear guidelines, standards and regulations are needed. Also evaluation criteria and trained supervisors are essential.
0	Compulsory internship is wonderful. However, the selection of the teacher supervisor is critical. Training of supervising teachers and provision of strict guidelines for the internship are essential.

CHAPTER 8

SURVEY OF FACULTY OF EDUCATION SENIOR STUDENTS

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SURVEY OF FACULTY OF EDUCATION SENIOR STUDENTS

Purpose

The purpose of this survey was to obtain an overview of attitudes held by senior education students about the Alberta Initiation to Teaching (Internship) Project. The student questionnaire was the same as that used for professors of education, stakeholders, principals, supervising teachers, and interns, except that items dealing with administration of the program and selection and training of supervisors were deleted.

Sample

Questionnaires were distributed in the four education faculties of the three Alberta universities during November, 1986. In total, 722 completed questionnaires were returned; 311 were from the University of Alberta (including Facult Saint-Jean), 304 from the University of Calgary and 107 from the University of Lethbridge.

The data in Table 8.1 indicate that 1 percent of the students had one or two years of university education, 12 percent were in the third year, 49 percent were in the fourth year, 23 percent in the fifth year, and 15 percent in at least the sixth year of university education. The sample from the University of Calgary reflected a somewhat higher percentage of students in their third year than did the samples from the other two universities. On the whole, 99 percent of the respondents were in their third year or beyond.

Table 8.2 reveals that about half of the students in the sample expected to teach at the ECS/Elementary level. However, differences among the universities were substantial. Only 35 percent of the University of Alberta students, compared with 62 percent of those from the University of Calgary and 59 percent from the University of Lethbridge, expected to teach at the ECS/Elementary level.

The data in Table 8.3 indicate that almost one-third of these respondents were male and that the differences among the universities in the proportion of males to females were slight.

As Table 8.3 reveals, three quarters of the students in the sample were in the B.Ed. route. The highest proportion of such students was found in the University of Lethbridge (86%), followed by the University of Alberta (79%), and then by the University of Calgary (67%).

Table 8.1

Years of University Education (Questionnaire: Senior Students, Faculties of Education)

Years of University Education	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
One or two	1	1	1	1
Three	6	19	9	12
Four	57	41	51	49
Five	23	22	28	23
Six or more	13	17	11	15

Table 8.2

Levels at Which Students Expect to Teach (Questionnaires: Senior Students, Faculties of Education)

Level	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
ECS/Elementary	35	62	59	50
Secondary	63	36	39	48
Post-Secondary/ Other	2	2	2	2

Table 8.3

Percentages of Students by Sex, Program Route and Expected Date of Completion of Program (Questionnaire: Senior Students, Faculties of Education)

Item	University of Alberta (n = 311)	University of Calgary (n = 304)	University of Lethbridge (n = 107)	Total Students (n = 722)
Sex				
Male	37	29	30	32
Female	63	71	70	67
Route				
B.Ed.	79	67	86	75
B.Ed. After Degree	21	33	14	25
Completion of program by September, 1987	84	63	73	73

Almost three-quarters of the students expect to complete their programs by September, 1987; the lowest percentage is from the University of Calgary (63%).

Age distributions for students in the sample are shown in Table 8.4. A little more than 60 percent of the respondents were 24 years of age or younger. Variations across the three universities were substantial, with 72 percent of University of Alberta students being in the 24 or younger age group, compared with only 52 percent from the University of Calgary and 54 percent from the University of Lethbridge.

Differences Between Subgroups

Twenty variables were selected from the questionnaire to test for differences between subgroups of students. Analysis of Variance and *t*-tests were employed for this analysis.

The findings were found to differ somewhat according to respondent level, sex, age and program route. More specifically, students who planned to teach at the secondary level placed a higher value on the Alberta internship than did those who planned to teach at the elementary level. The mean scores on perceptions of the overall value of internship were 6.73 for males and 6.32 for females. This difference in scores between the sexes was not statistically significant. Students 30 years and over were more inclined to support discontinuing the internship than were the other students. And, finally, the differences between students in the B.Ed. route and those in the B.Ed. After Degree route were negligible.

After reviewing all the tests for differences, it became apparent that the differences between subgroups of students were insufficient to warrant further analysis on this basis. Hence the analysis for students was carried out for the entire sample of 722 students--although with individual reference to the samples from the three universities--to provide an overall view of the attitudes of senior students about internship in Alberta.

Table 8.4

Percentages of Students in Each Age Group
(Questionnaire: Senior Students, Faculties of Education)

Age	University of Alberta (n = 311)	University of Calgary (n = 304)	University of Lethbridge (n = 107)	Total Students (n = 722)
22 or younger	44	33	46	39
23 - 24	28	19	19	23
25 - 29	16	22	20	19
30 - 39	10	22	11	15
40 or older	2	4	4	3

Results

Future of the Internship Program

The students were asked to rate each of seven policy alternatives on a scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). (A "Can't Tell" category was also included.) The percentage frequency distributions for the students who answered these questions are provided in Table 8.5a[1] for each of the three universities and for the total student sample. Table 8.5 reports the percentages of students who disagreed and agreed with each policy option. For the purpose of presenting important findings, neutral and "Can't Tell" categories have been deleted and the Disagree and Strongly Disagree categories have been combined, as have the Agree and Strongly Agree categories.

The greatest level of support (49%) was for the alternative of continuing the present optional, post-degree internship. Introduction of an optional internship as part of the B.Ed. program was the second most widely preferred alternative. Nevertheless, this second option received as much opposition as support. Only a small proportion of students (14% to 18%) favored the alternatives of compulsory internship: approximately 60 percent of the students opposed the introduction of a compulsory internship to follow the B.Ed. program, and about 55 percent opposed the introduction of a compulsory internship as part of the B.Ed. program. Students at the University of Lethbridge were consistently less favorably disposed to all forms of internship than were their counterparts at the other two universities. In particular, more than 90 percent of the Lethbridge students disagreed with the alternative of introducing a compulsory post-B.Ed. internship.

There was little support for any internship arrangement other than the program currently in operation. Moreover, only 18 percent of the students agreed with the alternative of discontinuing the current internship program. University of Lethbridge students, however, were evenly divided on this issue: over 36 percent agreed and an equal percentage disagreed with the proposal of discontinuing the present internship program.

The policy option of assigning beginning teachers to highly competent supervisors received only moderate support (44% agreed and 22% disagreed). Even though students tended to recognize the importance of a supervisory relationship, they also sensed potential sources of frustration arising from an overly restrictive policy. The following comments reflect the concerns of many students.

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[1] Tables with the designation 'a' as well as the number are located in Appendix A.

Table 8.5

Percentages of Agreement and Disagreement with Policy Alternatives
(Questionnaires: Senior Students, Faculties of Education)

		University of Alberta (n = 311)		University of Calgary (n = 304)		University of Lethbridge (n = 107)		Total Students (n = 722)	
Alternative		Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Continue optional post-B.Ed. internship	E	16	48	17	54	44	34	21	49
	S	18	52	13	50	41	35	19	49
2. Introduce compulsory post-B.Ed. internship	E	53	15	60	16	91	6	61	14
	S	57	16	50	16	82	6	58	14
3. Introduce optional internship as part of the B.Ed. program	E	30	32	34	36	44	25	33	32
	S	33	34	29	33	38	24	32	32
4. Introduce compulsory internship as part of the B.Ed. program	E	51	19	58	16	69	14	56	17
	S	53	22	49	15	67	14	54	18
5. Assign beginning teachers to highly competent supervisors	E	22	42	20	51	34	38	23	45
	S	23	43	17	45	32	38	22	44
6. Reduce teaching load of beginning teachers	E	29	32	40	29	36	39	34	32
	S	31	36	37	24	33	38	34	31
7. Discontinue current internship program	E	42	12	47	17	37	37	44	18
	S	46	15	43	15	36	36	43	18

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree
E = Elementary; S = Secondary

"Who is a highly competent teacher supervisor?"
"Some teacher supervisors feel superior and arrogant."
"The internship I observed had too many administrators and way too much evaluation."
"Never really in charge without constant observation."[2]

Role of Supervising Teachers

A number of students regarded the supervising teacher's role in internship as a central one. Some students considered that this person needs to be particularly competent; others valued compatibility. Many students thought that some flexibility in selecting supervising teachers is essential. In this regard feedback on performance was deemed to be important, although there was also frequent mention of the problem of excessive supervision. Students felt that it is important for interns to be in charge of classrooms, as are regular teachers.

Workloads for Beginning Teachers

Slightly more students (34%) opposed the notion of reduced teaching loads for beginning teachers than those who favored it (31%). Again students' comments help to explain this contradictory stand of students. One student remarked: "The practice of 'dumping' a beginning teacher into full work load is absurd." In contrast, another wrote: "My training is more than sufficient to accept a full teaching position." Another respondent concurred with this view: "I am ready to teach."

Certification

The responses of students to three possible alternatives for permanent certification are provided in Table 8.6a. Table 8.6 contains the percentages of students who agreed and disagreed with each alternative. Granting a Permanent Professional Certificate following the satisfactory completion of the internship was favored by 42 percent of the students; 34 percent opposed it. The most preferred alternative was to grant permanent certification following the internship and one year of satisfactory teaching. This was favored by 65 percent of the students. Only 13 percent favored the alternative of granting permanent certification following the internship and two years of satisfactory teaching.

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[2] Detailed comments provided by students in response to this survey are reported in Appendix B.

Table 8.6

Percentages of Agreement and Disagreement with Alternatives for Permanent Certification
(Questionnaires: Senior Students, Faculties of Education)

Alternative for Permanent Certification	University of Alberta (n = 311)		University of Calgary (n = 304)		University of Lethbridge (n = 107)		Total Students (n = 722)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Following satisfactory completion of internship	40	35	29	46	32	53	34	42
2. Following internship and one year of satisfactory teaching	14	73	19	60	21	57	17	65
3. Following internship and two years of satisfactory teaching	68	13	58	12	72	14	64	13

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree
E = Elementary; S = Secondary

The problem of certification was viewed by students as a major internship-related concern. It is noteworthy that, for about two-thirds of the students, that concern would be dissipated by awarding permanent certification after internship and one year of successful teaching.

Salary

The low salary of interns was the most frequently cited major problem of the internship program. Even though the students agreed that a salary differential between beginning teachers and interns is justified, they felt that the present remuneration is too low. The summary data in Table 8.7 indicate that the most favored salary for interns is about three-quarters of that of beginning teachers.

Older students, single parents, students with families, and students who had to repay student loans felt a greater need for the full salary of first-year teachers. In addition, students saw the need for increased pay for interns where appointments take them to remote areas and away from home for the year. Some concern was also raised about interns' present ineligibility for the teacher benefit package.

Salary Credit

Table 8.8 shows that students were almost equally divided on whether partial or full credit on the salary grid should be given for the internship experience. However, practically all indicated that at least partial credit should be awarded.

Length of the Internship

As Table 8.9 shows, about three-quarters of the students favored a full-year internship; 18 percent preferred a half-year internship. Students did not identify the length of the internship as a matter of special concern, but neither did they favor extending the B.Ed. for a further year. Indeed, they recommended that, if the internship were to be incorporated within the B.Ed. program, then existing course work and practicum requirements should be reduced accordingly. Even so, most seemed to prefer the present arrangement of a full-year, post-B.Ed. optional internship.

Teaching Load

Many students expressed concerns about the teaching load of interns. They cited problems relating to the great range of activities in which interns are engaged, their inconsistent treatment in schools, use of interns as

Table 8.7

Preferences about Salary of Interns
(Questionnaires: Senior Students, Faculties of Education)

Percentage of Beginning Teacher's Salary that Interns Should Receive	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
25%	1	2	0	1
50%	9	11	3	9
75%	78	74	81	77
100%	12	13	16	13

Table 8.8

Preferences about Salary Grid Credit for Internship Experience
(Questionnaires: Senior Students, Faculties of Education)

Amount of Salary Grid Credit Awarded for Internship Experience	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
None	4	2	2	2
Partial	49	45	42	46
Full	47	53	56	51

Table 8.9

Preferences about Length of Internship
(Questionnaires: Senior Students, Faculties of Education)

Length of Internship	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
Quarter year	1	6	6	4
Half year	13	19	27	18
Full year	81	70	62	74
More than one year	2	2	0	1
Other (specify)	2	2	4	2
No opinion	1	1	1	1

"cheap labor," and their lack of full responsibility for classes. The students felt that guidelines are urgently needed.

Students were asked to identify the percentage of the teaching load of a full-time teacher that would be appropriate for an intern. Table 8.10 presents a summary of their responses. Most thought that Provincial Guidelines are needed. They also supported the notion of substantially increasing teaching responsibilities over the course of the school year.

With regard to the beginning of the year of internship, the most frequently favored teaching time was from 40 to 59 percent of a full-time teacher's load; 38 percent commended this alternative. About mid-way through the internship, 60 to 79 percent of a full teaching load for the intern was said to be appropriate. And almost 70 percent of the students favored a load of 80 percent or higher for interns who are approaching the end of their internship experience.

Students in this part of the study generally opted for a higher percentage of teaching time for interns than did other respondents. In summary, they preferred intern teaching loads of about 40-59 percent at the outset, increasing to 60-79 percent mid-way in the year, and over 80 percent toward the end of the internship. This concern for full involvement in teaching was also conveyed in many comments such as:

> "Are fully qualified, but never really in charge."
> "Observations early, then more class time."
> "Very negative because many feel like glorified classroom assistants."
> "Too often interns are used to pick up extra work for teachers, thus reducing their load."

Internship Activities

The students were asked to indicate the extent of their agreement or disagreement with the introduction of Provincial Guidelines specifying that interns should participate in each of 15 listed activities. Table 8.11a provides the percentage distributions of their responses. Table 8.11 shows the percentages of students who agreed or disagreed with each item.

There was substantial agreement about the need for guidelines for all of these activities; support ranged from 46 percent on item 13 to 86 percent on item 10. Frequency of disagreement varied from 21 percent (item 13) to 3 percent (items 8 and 10).

Table 8.10

Preferences about Teaching Load of Interns, Expressed as Percentages of Teaching Load of Full-Time Teachers at Beginning, Middle and End of Internship
(Questionnaires: Senior Students, Faculties of Education)

	Teaching less than 20%				Teaching 20-39%				Teaching 40-59%				Teaching 60-79%				Teaching 80% and over				Left Blank or No Guidelines Needed			
	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T	A	C	L	T
		%				%				%				%				%				%		
At the beginning of the internship	5	3	4	4	27	19	21	23	35	41	40	38	19	25	23	22	7	8	11	8	7	4	1	5
About mid-way through the internship	1	0	0	0	3	2	1	3	25	21	19	22	42	46	49	45	23	25	30	25	6	6	1	5
Approaching the end of the internship	0	0	0	0	1	1	1	1	5	5	3	4	21	18	18	19	65	69	75	69	8	7	3	7

A = University of Alberta (n = 311)
C = University of Calgary (n = 304)
L = University of Lethbridge (n = 107)
T = Total Students (n = 722)

Table 8.11

Percentages of Agreement and Disagreement with Activities in Which Interns Should Participate (Questionnaires: Senior Students, Faculties of Education)

	University of Alberta (n = 311)		University of Calgary (n = 304)		University of Lethbridge (n = 107)		Total Students (n = 722)	
Activities	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Observation, analysis and discussion of teaching at different grade levels	14	62	13	69	12	63	13	65
2. Observation, analysis and discussion of teaching in different subject areas	13	63	12	69	9	70	12	67
3. Teaching at different grade levels	12	64	10	72	8	63	11	67
4. Teaching in different subject areas	14	61	8	72	7	70	10	67
5. Teaching the same class or classes for a period of several months	6	77	9	73	5	84	7	77
6. Organization of extra-curricular activities	9	60	14	63	11	59	11	61
7. Professional development activities at the system and/or provincial level	4	71	6	74	8	76	5	73
8. In-school professional development activities	3	79	3	83	1	79	3	81
9. Interviews with parents about progress of students	2	85	6	80	3	83	4	83
10. Field trips	3	85	3	87	2	89	3	86
11. School committee meetings	4	75	5	79	3	81	4	77
12. Observation of the work of school administrators, counsellors, support staff	9	61	10	67	8	68	9	65
13. Assistance in the library or resource room	22	42	19	51	22	43	21	46
14. ATA teacher induction activities	12	56	11	57	8	51	11	56
15. Interacting with other interns in formal workshops focusing on the internship	6	74	11	72	10	72	9	73

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

These findings were supported by a substantial collection of comments by students. Many respondents stated that clear guidelines are needed to ensure that interns are involved in meaningful teaching activities rather than being used merely for trifling tasks. Indeed, comments to this effect were made about most of the 15 activities investigated. The following comments are indicative of the insights provided:

> "Give interns opportunity to teach."
> "Need regulations."
> "Monitoring needed to prevent abuse."
> "Make internship uniform."
> "Should teach and take part in all school activities."
> "No standards or expectations."
> "Many [interns] feel like glorified classroom assistants."
> "Guidelines and standards needed."
> "More involvement in extra-curricular activities."
> "Definite guidelines needed to prevent abuse and guarantee excellent experiences."
> "The seven interns I know have either been given a full load or have been treated as student teachers."
> "Need specific guidelines."
> "Should be respected as teachers."

The pervasiveness of student support for including these activities in Provincial Guidelines is also reflected in consistent responses across the three universities.

Supervision of Interns

Students were asked to indicate the extent of their agreement or disagreement with possible Provincial Guidelines relating to supervision of interns. Table 8.12a details the percentage distributions of student responses about the three alternatives investigated. Table 8.12 summarizes these findings according to the percentages of students who agreed and disagreed with each alternative.

Sixty-one percent of the respondents agreed that interns should be directly accountable to the principal; 14 percent disagreed in this regard. The comment "Interns should be treated like other teachers" provides some insight into reasons for the majority opinion: all teachers are directly accountable to principals, so interns should not be different from other teachers in this respect. Another respondent expressed a similar point of view: "Interns should have full responsibility in all areas under guidance of the supervising teacher and principal."

Forty-eight percent of the students favored the alternative of the intern working with one supervising teacher. However, 44 percent favored working with two to

Table 8.12

Percentages of Agreement and Disagreement with Approaches to Supervision of Interns
(Questionnaires: Senior Students, Faculties of Education)

Aspect of Supervision	University of Alberta (n = 311)		University of Calgary (n = 304)		University of Lethbridge (n = 107)		Total Students (n = 722)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
Directly accountable to the principal	15	61	11	65	19	53	14	61
One supervising teacher	23	51	27	47	37	45	27	48
Two to four supervising teachers	33	41	25	46	29	46	29	44

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

four supervising teachers. This uncertainty about an appropriate number of supervising teachers with whom to work during internship is demonstrated still more clearly by the finding that 27 percent of the respondents disagreed with having an intern work with one supervising teacher, while 29 percent disagreed with having an intern work with two to four supervising teachers. (Differences among the three universities were not substantial.) Clearly, Provincial Guidelines may not be able to fulfil these contradictory expectations. Relevant comments of students, however, may help to provide the necessary meaning to help resolve this dilemma.

> "Not all teachers need extra supervision."
> "Possible personality conflicts."
> "Some teacher supervisors feel superior."
> "Teachers need guidance and support."
> "Depends on the quality of the supervising teacher."
> "What will the supervising teacher do when the intern teaches 80% of the time?"
> "Depends on the relationship between intern and teacher."
> "Evaluation should be by more than one person."
> "Too often interns are used to pick up extra work."
> "Poor supervision of teachers."
> "Guard against unfavorable supervisor."

Feedback and Evaluation

Table 8.13a presents the percentage distributions of responses about three matters of feedback and evaluation which might be included in Provincial Guidelines. Table 8.13 presents the percentages of students who favored and opposed each alternative.

Initially, students were asked to indicate whether or not Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance. About 87 percent of the respondents agreed that this is necessary, and only 2 percent disagreed. Comments such as the following also lend support to this finding:

> "Feedback and discussion are essential."
> "Continual assessment and feedback needed."
> "Occasional evaluation and feedback needed."

About 75 percent of the students agreed that Provincial Guidelines should specify standard criteria for evaluating interns throughout Alberta; 8 percent disagreed. Comments by individual students also conveyed a concern for fair and equitable evaluation:

Table 8.13

Percentages of Agreement and Disagreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Questionnaires: Senior Students, Faculties of Education)

Possible Guideline	University of Alberta (n = 311)		University of Calgary (n = 304)		University of Lethbridge (n = 107)		Total Students (n = 722)	
	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	2	87	1	87	2	85	2	87
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	9	73	6	76	9	75	8	75
3. Reduced teaching load for supervisors	19	48	14	60	20	53	17	54

Disagree = % either Strongly Disagree or Disagree; Agree = % either Strongly Agree or Agree

"There is way too much evaluation."
"No standards or expectations."
"Evaluation should be done by more than one person."
"Need clear guidelines and implementation."
"Abuse and evaluation are problems to be resolved."

Approximately 54 percent of the students also favored Provincial Guidelines that would call for reduced teaching loads for supervising teachers.

Table 8.14 reports responses to the question: "To what extent should each of the following be involved in the formal (written) evaluation of Interns?" Students clearly preferred supervising teachers for this task (mean score of 4.60 on a 5-point scale) followed by principals or other in-school administrators (3.57). Central office supervisors and superintendents received much less support as evaluators of interns (2.45 and 2.35). Comments by students also reflected a desire for supervising teachers to have a major role in evaluating interns, although this opinion was tempered by a concern for checks on these evaluations by other teachers or principals.

Percentage distributions of student responses to the related question, "Who should have the final authority for the formal (written) evaluation of interns?" are provided in Table 8.15. About two-thirds of the students considered that supervising teachers should have the final authority in evaluating interns. Only 18 percent chose the principal, while only 3 percent chose each of the central office supervisors and superintendent.

Overall Value of the Internship

The final question of the survey asked students to "rate the overall value of the Alberta Internship as a means of facilitating the transition from student to professional teacher" on a scale from 1 (No value) to 10 (Highly valuable). The percentage distributions and mean scores are displayed in Table 8.16. The total mean score of 6.45 shows that students placed only moderate value on the Alberta internship program. On this item--unlike most others--students at the University of Lethbridge differed markedly from those at the other two universities. The University of Calgary students rated the Alberta internship highest (6.94), followed by University of Alberta students (6.63), with the University of Lethbridge students clearly less supportive (4.53).

Comments by many students cast further light on the basis for their reticence about the internship. As has already been stated, students were troubled about a number of administrative and organizational concerns, rather than with the actual internship concept itself. Since these

Table 8.14

Preferences for Extent of Involvement of Different Personnel in Formal Evaluation of Interns (Questionnaire: Senior Students, Faculties of Education)

Personnel	University of Alberta (n = 311) Mean	University of Calgary (n = 304) Mean	University of Lethbridge (n = 107) Mean	Total Students (n = 722) Mean
1. Principal or other in-school administrator	3.54	3.65	3.46	3.57
2. Supervising teachers	4.60	4.58	4.62	4.60
3. Central office supervisor(s)	2.52	2.33	2.54	2.45
4. Superintendent (or designate)	2.51	2.12	2.58	2.35

The scale used was 1 "Not at all" to 5 "To a large extent."

Table 8.15

Preferences for Final Authority for Formal Evaluation of Interns (Questionnaires: Senior Students, Faculties of Education)

Evaluator	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
1. Principal or other in-school administrator	18	19	17	18
2. Supervising teachers	65	69	63	66
3. Central office supervisor(s)	4	2	2	3
4. Superintendent	4	1	3	3
5. Other, or a combination	9	9	15	10

Table 8.16

Perceptions of the Value of the Internship as a Means of Facilitating the Transition from Student to Professional Teacher (Questionnaires: Senior Students, Faculties of Education)

Value	University of Alberta (n = 311) %	University of Calgary (n = 304) %	University of Lethbridge (n = 107) %	Total Students (n = 722) %
10 Highly valuable	8	18	2	11
9	11	11	2	10
8	19	17	9	17
7	20	13	12	16
6	9	5	6	7
5	8	7	13	8
4	7	5	8	6
3	5	5	15	6
2	3	3	14	4
1 No value	3	6	9	5
Unable to judge	7	10	10	10
Mean	6.63	6.94	4.53	6.45

perceived problems were, in all probability, responsible for the somewhat negative overall image of the internship among senior students, it may be helpful to list them again. Students expressed concern about the following aspects of the current Alberta internship program:

1. Lack of contribution to permanent certification;
2. Inadequate salary;
3. Lack of clear guidelines for activities and evaluation;
4. Unclear supervisory practices;
5. Lack of recognition as qualified teachers; and
6. Lack of uniformity of internship experiences.

Nevertheless, as one student who assigned the program a rating of 3 wrote: "It could be a 9 with adjustments."

As Table 8.17 shows, the senior students surveyed at the three universities have substantially revised their views about the internship program during the year since it commenced.

Table 8.17

A Comparison of Mean Scores on the Overall Value of the Alberta Internship: 1985 and 1986 Senior Students

Year	n	University of Alberta	University of Calgary	University of Lethbridge	Total
1985	713	5.95	5.33	4.61	5.66
1986	722	6.63	6.94	4.53	6.45

They placed higher value on it in November 1986 than they did in November 1985; the mean score increased from 5.66 to 6.45. The most dramatic change occurred with senior students at the University of Calgary, where the mean scores increased from 5.33 to 6.94 over the year. A less substantial but also positive change of attitudes occurred among senior students at the University of Alberta, where the mean score increased from 5.95 to 6.63. However, students at the University of Lethbridge retained their already relatively negative view of the Alberta internship; indeed, it appears to have become a little more negative, for the mean score fell slightly from 4.61 to 4.53.

To summarize, when taken as a group, the senior students viewed the Alberta internship more favorably in 1986 than in 1985 even though there was still only moderate support for the program. It is also noteworthy that, in 1985, 29 percent rated the internship lower than 5 on the 10-point scale whereas, in 1986, this fell to 21 percent.

Summary

The observations presented below summarize the responses and comments provided by the senior education students at three Alberta universities who were surveyed in this part of the evaluation. They may provide insights from a group directly affected by the internship program.

1. The Alberta internship program enjoys moderate support among faculty of education students, so it should be continued. However, students do not approve of compulsory internship or incorporation of the internship into the B.Ed. program.

2. The internship arrangements for elementary and secondary teachers should be generally equivalent.

3. The length of the B.Ed. program should not be extended by incorporation of the internship into a university program; if it does become a part of B.Ed. requirements, existing program components should be reduced accordingly.

4. There is moderate support among students for assignment of beginning teachers to highly competent supervising teachers.

5. Permanent certification should be awarded following the internship and one year of successful teaching.

6. The salary for interns should be raised to at least 75 percent of the salary of beginning teachers.

7. Interns should start by teaching for approximately 50 percent of the regular teacher's teaching time, and this involvement should increase gradually to at least 80 percent by the end of the internship.

8. Provincial Guidelines should detail a comprehensive list of activities in which every intern should be engaged during the year. A suggested list of 15 activities is contained in this report.

9. Interns should be directly accountable to school principals.

10. Interns should be supervised by one or more teachers.

11. Interns should receive regular feedback and suggestions for improvement.

12. Standard evaluation criteria for all of Alberta should be developed and incorporated into Provincial Guidelines.

13. Supervising teachers and principals should be responsible for conducting formal written evaluations.

14. Students would probably support the internship program more strongly than at present if certain administrative and organizational problems were resolved.

APPENDIX A

TABLES 8.5a, 8.6a, 8.11a, 8.12a, 8.13a

Table 8.5a

Extent of Agreement with Policy Alternatives
(Questionnaires: Senior Students, Faculty of Education)

		University of Alberta (n = 311)						University of Calgary (n = 304)						University of Lethbridge (n = 107)						Total Students (n = 722)					
Alternative		SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
					%						%						%						%		
1. Continue optional post-B.Ed. internship	E	7	9	15	27	21	21	11	7	13	20	34	15	26	18	16	18	16	6	12	9	14	23	26	16
	S	8	9	15	26	26	16	9	4	11	18	32	26	25	16	19	19	16	5	11	8	14	21	27	19
2. Introduce compulsory post-B.Ed. internship	E	39	15	14	9	6	17	46	14	11	10	6	13	73	12	6	3	3	3	47	14	11	9	5	14
	S	42	15	15	10	6	12	38	12	12	8	8	22	69	13	8	3	3	4	44	14	12	8	6	16
3. Introduce optional internship as part of the B.Ed. program	E	17	13	20	21	11	18	23	11	15	22	13	16	28	13	26	18	6	9	21	12	19	21	11	16
	S	21	12	21	22	12	12	20	9	13	21	12	25	27	11	26	20	4	12	22	11	18	21	11	17
4. Introduce compulsory internship as part of the B.Ed. program	E	39	12	12	11	8	18	43	14	12	10	6	15	63	7	11	7	8	4	44	12	12	10	7	15
	S	40	13	12	13	9	13	38	11	11	9	6	25	61	7	11	7	8	6	42	11	12	10	8	17
5. Assign beginning teachers to highly competent supervisors	E	12	10	17	21	21	19	10	10	16	29	22	13	25	9	22	18	21	5	13	9	18	24	22	14
	S	14	9	19	22	21	15	9	8	14	26	20	23	24	8	22	18	21	7	13	8	17	23	20	19
6. Reduce teaching load of beginning teachers	E	10	19	20	20	12	19	21	18	16	19	10	16	12	23	19	22	17	7	15	19	18	20	12	16
	S	10	21	20	22	14	13	19	18	14	17	7	25	11	22	21	21	18	7	14	20	18	20	12	16
7. Discontinue current internship program	E	23	19	15	5	7	21	35	13	11	8	9	24	20	18	8	15	22	17	27	16	12	8	10	17
	S	27	19	14	7	7	26	32	11	9	6	9	33	19	17	8	15	22	19	28	15	11	8	10	18

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell.
E = Elementary; S = Secondary.

Table 8.6a

Extent of Agreement with Alternatives for Permanent Certification
(Questionnaires: Senior Students, Faculty of Education)

	University of Alberta (n = 311)						University of Calgary (n = 304)						University of Lethbridge (n = 107)						Total Students (n = 722)					
Alternative	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT
1. Following satisfactory completion of internship	19	21	18	12	23	7	18	12	13	16	20	11	18	14	10	12	41	5	18	16	15	14	29	8
2. Following internship and one year of satisfactory teaching	10	5	7	20	52	6	11	8	13	16	44	8	12	8	17	14	43	6	11	7	11	17	47	7
3. Following internship and two years of satisfactory teaching	49	19	9	5	8	10	43	14	16	3	9	15	58	14	7	5	9	7	48	16	12	4	9	11

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 8.11a

Extent of Agreement with Activities in Which Interns Should Participate
(Questionnaires: Senior Students, Faculty of Education)

Alternative	University of Alberta (n = 311)						University of Calgary (n = 304)						University of Lethbridge (n = 107)						Total Students (n = 722)					
	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT	SD	D	N %	A	SA	CT
1. Observation, analysis and discussion of teaching at different grade levels	6	8	19	33	29	5	6	8	12	31	39	4	7	6	23	25	37	2	6	8	17	31	34	4
2. Observation, analysis and discussion of teaching in different subject areas	5	9	20	33	30	3	6	6	15	29	41	3	4	6	19	35	34	2	5	7	18	32	35	3
3. Teaching at different grade levels	4	8	21	35	29	3	4	6	15	36	36	3	2	5	30	31	32	0	4	7	20	35	32	2
4. Teaching in different subject areas	4	10	23	30	31	2	4	4	17	31	41	3	2	5	22	30	40	1	4	6	20	31	37	2
5. Teaching the same class or classes for a period of several months	3	3	12	27	50	5	5	4	15	29	44	3	1	4	10	33	51	1	4	4	13	28	48	3
6. Organization of extra-curricular activities	2	7	28	36	23	4	7	7	20	36	27	3	5	7	26	34	25	3	5	7	24	36	25	3
7. Professional development activities at the system and/or provincial level	1	3	22	39	32	3	2	4	18	30	43	3	1	7	14	36	40	2	1	4	19	35	38	3
8. In-school professional development activities	1	2	15	41	39	2	1	2	12	34	49	2	0	1	18	32	47	2	1	2	15	36	44	2
9. Interviews with parents about progress of students	0	2	10	44	42	2	2	4	13	37	43	1	1	2	13	34	49	1	1	3	12	39	43	2
10. Field trips	1	3	10	40	45	1	1	2	7	34	53	3	1	1	8	38	51	1	1	2	9	37	49	2

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 8.11a (Continued)

Alternative	University of Alberta (n = 311)						University of Calgary (n = 304)						University of Lethbridge (n = 107)						Total Students (n = 722)					
	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
11. School committee meetings	1	3	20	38	37	1	2	3	14	32	47	2	2	1	13	40	41	3	2	3	16	36	42	1
12. Observations of the work of school administrators, counsellors, support staff	4	5	27	35	26	3	3	7	20	31	37	2	1	7	22	35	34	1	3	6	23	33	32	3
13. Assistance in the library or resource room	8	14	33	27	16	2	9	10	27	29	22	3	8	15	32	21	21	2	8	13	30	27	19	2
14. ATA teacher induction activities	1	11	26	32	24	6	4	7	24	26	31	8	3	6	26	20	31	14	3	8	25	28	28	8
15. Interacting with other interns in formal workshops focusing on the internship	2	3	17	34	41	3	5	6	14	28	44	3	1	9	15	28	44	3	3	6	15	30	43	3

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 8.12a

Extent of Agreement with Approaches to Supervision of Interns
(Questionnaires: Senior Students, Faculty of Education)

	University of Alberta (n = 311)						University of Calgary (n = 304)						University of Lethbridge (n = 107)						Total Students (n = 722)					
Alternative	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT	SD	D	N	A	SA	CT
			%						%						%						%			
Directly accountable to the principal	5	11	17	38	23	6	6	5	20	31	34	4	5	14	24	24	29	4	5	9	20	33	28	5
One supervising teacher	7	15	22	29	22	5	10	17	21	22	24	6	22	16	15	26	19	2	10	16	21	26	22	5
Two to four supervising teachers	14	19	20	23	18	6	15	10	24	24	22	5	20	9	21	27	19	4	15	14	22	24	20	5

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

Table 8.13a

Extent of Agreement with Possible Provincial Guidelines about Feedback to, and Evaluation of, Interns
(Questionnaires: Senior Students, Faculty of Education)

Possible Guideline	University of Alberta (n = 311)						University of Calgary (n = 304)						University of Lethbridge (n = 107)						Total Students (n = 722)					
	SD	D	N	A	SA %	CT	SD	D	N	A	SA %	CT	SD	D	N	A	SA %	CT	SD	D	N	A	SA %	CT
1. Provincial Guidelines should specify that feedback be provided to interns along with discussions on how to improve performance	0	2	8	33	54	3	1	0	8	26	62	3	1	1	11	31	54	2	1	1	9	30	57	2
2. Provincial Guidelines should specify a standard set of criteria for evaluating interns throughout Alberta	6	4	14	32	40	4	2	4	13	26	50	5	4	6	12	25	50	3	4	4	13	29	46	4
3. Reduced teaching load for supervisors	7	12	23	31	16	11	6	8	18	37	23	8	10	10	22	29	24	5	7	10	21	33	20	9

SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree; CT = Can't Tell

APPENDIX B

COMMENTS BY SENIOR STUDENTS IN EDUCATION FACULTIES

SUMMARY OF COMMENTS BY SENIOR EDUCATION STUDENTS

UNIVERSITY OF ALBERTA
UNIVERSITY OF CALGARY
UNIVERSITY OF LETHBRIDGE

Students at the University of Alberta and the University of Calgary were more supportive of ITP than were students at the University of Lethbridge. Of the 58 Lethbridge students who provided additional comments, only 12 (21 percent) evaluated the ITP positively (6-10), compared with 59 percent of University of Calgary students, and 63 percent of University of Alberta students. The distribution of the 270 students who commented on aspects of the ITP is shown in Table 8.18.

Table 8.18

Number of Comments Provided by Senior Education Students

	Value Placed on ITP			
	Positive (6-10)	Negative (1-5)	Don't Know	Total
Univ. of Alberta	77 (63%)	36	9	122
Univ. of Calgary	53 (59%)	33	4	90
Univ. of Lethbridge	12 (21%)	40	6	58
	142	109	19	270

The major finding was that the value of the program itself was seen positively by almost all students; problems that they identified related to practices, arrangements and administration of the ITP, not to the program itself. These perceived problems are listed below.

1. Permanent certification. The students placed high priority on having the internship year contribute toward permanent certification.

2. Salary. Although many students considered that the intern's salary should be related to the work load, they felt that the current level of remuneration is too low.

3. Provincial Guidelines. The possibility of developing specific guidelines and regulations was strongly supported. Guidelines should ensure that interns are not abused, that their teaching loads increase gradually, that they are

evaluated fairly, that they can switch supervising teachers in the event of personality clashes, that they work at a variety of tasks and in different grade levels, and that they are treated in the same ways as are beginning teachers. Abuse was seen as a major problem. Lack of consistent experiences also should be avoided.

4. Compulsory or optional. If the internship were made compulsory, several problems might be alleviated. The older and more experienced students tended to value an optional program because they felt they were ready to teach, and because they felt a need for higher incomes. Students who would have to repay loans also expressed a need for higher incomes. And, if the internship were part of the B.Ed. program, it could not be made optional.

5. University preparation for teaching. Some students felt that a number of education courses could be dropped to make room for the internship during the B.Ed. Others suggested that the current practicum requirement could be terminated or reduced in length. Generally, the internship should follow the B.Ed., partly because pay is involved and partly because the school systems are in charge.

6. Quality of supervising teachers. Supervising teachers were viewed by a number of students as the central actors in internship. Some students were concerned about the supervising teachers' competence, whereas others felt more strongly about the need for compatibility. A number of students expressed a perceived need for a degree of flexibility in choosing supervisors. In this regard, feedback on performance was somewhat important, although there was also frequent mention of a problem with excessive supervision. Students considered that interns should also be in charge of classrooms.

7. Evaluation. The evaluation of interns was viewed with concern, for several reasons. First, the students expressed fear about relying upon unsupported assessments by evaluators. Second, they saw the evaluation as important for interns as they seek teaching positions in the future.

8. The negative image. A considerable number of students--including many of those who rated the internship positively--highlighted negative characteristics of the internship. However, such comments as "a waste of taxpayers' money," "garbage," "gopher jobs," "not needed," "poorly designed," and "graduates are ready to teach" were overshadowed by the majority opinion of "great potential," "great for transition," "most valuable," and "should be

compulsory." The negative comments were generally directed at matters relating to the management of the ITP program, not at the program itself. More information about the program would be of real value to many students; many students appeared to be uninformed or misinformed. They acknowledged that their information was often acquired through rumor.

9. The permanent position. Students expressed a great concern for achieving permanent full-time teaching positions. The voluntary internship appeared to add to their uncertainty about the commencement of their professional careers. Most would like to get into teaching positions following graduation, but, failing that, they would seek internship appointments. The competition with the previous year's interns was viewed with uncertainty. In addition, the students did not appear to believe that the internship would necessarily lead to the teaching positions they desire.

COMMENTS BY SENIOR EDUCATION STUDENTS
AT THE UNIVERSITY OF ALBERTA

Comments by 77 students who evaluated ITP positively (a score of 6-10 on a ten-point scale).

Comments by 36 students who evaluated ITP negatively (a score of 1-5 on a ten-point scale).

Comments by 9 students who stated that they were unable to judge the value of ITP

University of Alberta

Positive:

7 Internship should come earlier in the B.Ed. program.

9 Should carry fair load and receive credit. Compulsory internship has advantages but could hinder some.

7 Abuse is common by school boards in hiring practices. Provincial guidelines needed. School boards should be required to hire their own interns if openings exist. Prevent slave labour.

6 Some interns are taken advantage of.

8 Not handled or managed well.

7 Better wages, credit for permanent certification, credit on grid.

10 Teachers need guidance and support.

7 Salary is important.

7 Credit for a year should be given.

10 Should be different from practicum.

7 Pay should be increased.
Some supervising teachers feel superior and arrogant.
Evaluation of interns should be non-threatening.

10 Keep internship.

7 More involvement in extra-curricular activities should be given consideration.

7 Great deal of attention should be given to a fair evaluation of intern.

9 Definite guidelines to prevent abuse and guarantee excellent experiences.

8 Interns are overworked.

6 Students should be better informed about internship. Information on eligibility, length, responsibilities, etc. should be shared with education students. Should count toward permanent certification.

9 Room for abuse. Evaluation should be done by representative of the university in consultation with teacher and administrator of the school.

9 Internship before graduation.

6 Remain optional.

9 Good program.

9 Should be compulsory or scrapped.

8 Depends on quality of supervising teacher.

8 More information about internship should be provided, perhaps in Ed Adm 401.

8 Interns should have full responsibility in all areas under guidance of supervising teacher and principal.

10 Far too much use of interns to free supervising teacher.

8 Should count toward permanent certification.

8 Should count toward permanent certification. Also more money. Cannot live and repay my loans on $900 a month.

9 Should be incorporated into the education system.

7 Pay is pathetic! Should count toward permanent certification.

8 Consistent and detailed guidelines needed. Credit for permanent certification. Salary based on percentage of time teaching.

9 Only guesses.

7 Interns are exploited by school boards.

10 5 years is too long for teacher preparation. Internship should be the 4th year of the B.Ed.

8 Should be 1/2 year and in 4th year of B.Ed.

9 Compensation should be according to work.

7 Pay should be adjusted. Should count for permanent certification.

8 Pay should be adjusted. Should count for permanent certification.

8	Should not be compulsory.
10	Reduced pay is justified by reduced work load.
8	A variety of experiences reported--some good, some terrible. Should count toward permanent certification. Work load should be reduced. Guidelines necessary.
7	Danger of having a poor supervising teacher or a personality clash. Evaluation would be a problem.
10	Should count toward permanent certification. Salary should be higher.
7	Should have 80% load--assistance from supervising teacher at the beginning, then move to 100% without assistance.
8	Guidelines needed to ensure less than full teaching load. Continual assessment and feedback needed.
8	Limited knowledge of internship. Should be optional. Should count toward permanent certification. Need more information. Would like to intern.
7	More valuable if it could count for permanent certification.
6	Should count toward permanent certification. Salary and credit on grid should be proportional to teaching load. Look at other systems, e.g., West Germany: internship obligatory, reduced load, one supervising teacher.
6	Not fair for a certified teacher to get half wages. Humiliating not to treat a graduate as a capable, respected and well-deserved teacher.
7	Idea is great, present procedure is inefficient. Need guidelines--should count toward permanent certification.
9	Consistency throughout province is needed.
8	Should count toward permanent certification.
6	Should be one semester.
6	Interns should not be treated as teacher aides. Need clear guidelines or regulations.
6	Guidelines should state that teacher interns

	should be treated as teachers.
6	Drop one year of education in favor of internship. Evaluation is a problem.
7	What will the supervising teacher do when an intern teaches 80% of the time? Many of the education courses are not very worthwhile. Many of these should be "thrown out" and replaced with teaching experience.
9	Valuable for a potentially traumatic situation.
7	Depends on relationship between intern and teacher. Feedback, discussion essential. Evaluation by more than one person. Trial periods during which transfer to a different supervising teacher upon request is possible.
7	Optional.
9	Terrific. Should contribute toward permanent certification.
9	Heard of mixed results.
10	Need credit toward permanent certification.
9	Possibility for abuse.
8	Can be positive.
9	Compulsory if credit toward permanent certification.
9	Must be a paid position even if in B.Ed.
8	Excellent opportunity for training and position.
9	Needs clear guidelines and objectives. Needs experience at different grade levels. Should count toward permanent certification.
9	Very valuable.
10	Variety of experiences and responsibilities required. Should count toward permanent certification.
8	Often abused. Replace "plenty of unnecessary courses in B.Ed." with internship. Should count toward permanent certification.
10	Most valuable gradual transition.

8 Could be highly valuable if not abused, and interns viewed as beginning teachers.

7 Very good but it must count toward permanent certification.

8 Should have only one supervising teacher.

7 Too often interns are used to pick up extra work for teachers, thus reducing their load. Interns are among the busiest of all staff. Cumulative work load, if serving with several teachers, can be overwhelming. Planning in unfamiliar course material can be excruciating. This is not an easing into the profession with careful guidance, but rather a rite of passage, an initiation by fire. Regulations governing what interns are expected to do are essential.

Negative:

4 Could be incorporated into first year of teaching.

5 Work load and salary equal to 65% of regular teacher.

3 Exploitation of human rights. Pay inadequate.

5 Guidelines needed. Should count for permanent certification.

4 Interns hired because they are cheap. Internship should count toward permanent certification.

5 Great potential, needs overhauling on responsibilities, length and salary.

5 Easier to get work as a sub--if internship. Otherwise cheap labour.

4 Transition not made easier through internship. More like a year-long practicum. Too much "gopher" work.
Teachers do not always accept intern.

4 Need clear guidelines and implementation. Interns are mis-used. Variety of work needed.

1 Cheap labor. Misuse. Poor supervisor. Inadequate pay.

4 I am ready to teach. If compulsory, it should count toward permanent certification.

1 Special concessions like reduced work load to first year teacher is demeaning. Program is wrong--trade level.

3 Should count toward permanent certification. Reduce length of B.Ed. program. Defeats the purpose of the practicum.

2 Need proper wages and guidelines.

3 Salary needs adjusting. Decrease student teaching time and make internship compulsory.

4 Guidelines on salary and salary credit needed. Guard against unfavourable supervising teacher.

5 Good as transition. However, better pay and permanent certification should be included.

3 Could be valuable if experience counts on grid and permanent certification, and leads to teaching position. Guidelines needed to ensure proper work, evaluation.

5 Pay too low, and does not count on permanent certification.

4 Establish a quota and internship will not be needed. Students intern because they need a job, not because they need assistance in the transition.

5 Pay too low. Interns used as cheap labor. Permanent teacher certification should be incorporated. Interns should be guaranteed first chance at any job that opens up in the district.

4 Does not count towards permanent certification. A degree in education gives me the right to teach.

1 If internship is accepted, practicum should be abolished. Should count towards permanent certification. Mature students should not be required to intern. Should count on salary grid.

2 Should be full-time work and count as one year of experience.

4 Valuable but credit on pay scale and certification needed.

3 Good only if it counts on permanent certification.

3 Increase in salary needed.

5 Credit is needed and reduced work load.

2 Good in theory--not in practice. Abuse is common. Depends on teacher supervisor. After the degree I should be allowed to teach.

3 Remove internship--supply and demand will help to improve teachers.

1 Misused--the seven interns I know have either been given a full load or have been treated as student teachers. Unfair, unmonitored, low salary. Please get rid of it.

5 Some value. I want a classroom of my own. Reduced work load is what I like.

3 Cut unnecessary university courses and have internship in 4th year.
Substitute teaching is better because you have a variety of experiences and the hours count toward grid and permanent certification.

4 Unfair, because we are qualified teachers asked to work at half of regular salary. Replace 4th year with an internship to give us experience. Many university courses not relevant to classroom teaching.

4 Great potential if pay, abuse, ATA and certification issues are addressed.

4 Change in pay and certification issues needed. A full year of practice would be helpful.

Unable to judge:

0 The practice of "dumping" a beginning teacher into full work load is absurd.

0 If the internship program is to continue, raise wages, count time toward permanent certification, guarantee first pick for teaching positions.

0 If compulsory it should count toward permanent certification. It should remain optional.

0 Cheap labor, a political move.

0 Should be optional and count toward permanent certification.

0 Pay, abuse and evaluation are problems to be resolved.

0 In theory internship is good. Need specific guidelines. Should count toward permanent certification. Interns should experience full range of school activities.

0 Internship does not help teachers find a teaching position.

0 Should count toward permanent certification.

COMMENTS BY SENIOR EDUCATION STUDENTS AT THE UNIVERSITY OF CALGARY

Comments by 53 students who evaluated ITP positively (a score of 6-10 on a ten-point scale).

Comments by 33 students who evaluated ITP negatively (a score of 1-5 on a ten-point scale).

Comments by 4 students who stated that they were unable to judge the value of ITP

University of Calgary

Positive:

7 Elementary teachers should be specialists.

8 Increase pay--recognize for certification.

8 Continue--valuable.

7 Valuable.

10 Compulsory program could be valuable if strictly monitored, abuse minimized, supervisors carefully selected.

7 Conceptually, internship makes sense--too much variation in practice.

10 Intern should be involved in all activities.

8 Avoid inconsistency of use. Count on certification.

10 Need provincial standards. Should remain optional. Credit on permanent certification.

7 Importance of support, credit on certification.

8 Should be optional.

9 Could be compulsory--improve professional standing of teaching. Costly.

10 Disappointed about university methods courses.

8 Do not increase length of program, count on permanent certification.

8 Compulsory or no internship.

8 Needs increased recognition and monitoring.

9 More pay and benefits.

10 Needs standards and monitoring--teaching needs the internship. Teaching is a profession--as important as medicine or law. They have internship programs, so why shouldn't we?

10 Salary is too low.

8 Need to get one full year's credit for teaching.

7 Monitor to ensure intern gets to work as a regular teacher.

7 Needs criteria and monitoring.

9 Needs professional development component.

9 Great idea--but interns need more responsibility, treat like staff, count toward certification, increase pay.

8 Beneficial but open to abuse.

8 If part of B.Ed. program.

8 Load should be reduced--intern should be treated as "intern."

7 Good for increased job opportunities and qualifications. Satisfy a political need.

8 Opportunity to gain experience. Given present practicum experiences, a transition year may not be necessary.

7 Should not be in second-class roles, financially or hierarchically.

10 Should not be used to get cheaper teachers.

7 If the intern is being trained, great; if used as cheap labor, poor.

6 If work load almost 90% of teaching duties, salary is too low.

6 Wages should be increased, year should count toward permanent certification.

6 More guidelines needed.
Base pay on work load.

7 Improve pay and benefits.

8 Should be optional.

8 Clear guidelines needed.

10 Should count towards grid and certification.

10 Excellent.

10 Should continue.

7 Avoid abuse--sacrifice too great for some.

9 Valuable.

6 So so.

9 Valuable.

8 Interns should be treated like teachers. Half-pay is not enough.

10 Highly valuable. Should count toward experience and toward permanent certification.

7 Seems much like an extension of the practicum. Making the B.Ed. longer seems ridiculous. Should be optional.

8 Optional. Count as experience. Count for permanent certification.

8 Reduced salary is the only negative.

10 Should not suffer in pay.

6 Guidelines (provincial) needed re role and duties. Should count toward permanent certification. Evaluation criteria should be standardized.

Negative:

5 Internship very useful--but many interns are "used and abused."

5 Interns should not be "gophers."

1 Highly exploitive arrangement. Major problems are salary, grid, evaluation.
Problem of getting a job if negatively evaluated.

4 Good idea; needs to be part of permanent certification.

3 Very negative because many feel like glorified classroom assistants.

1 Cheap labor used to reduce teachers' load. Cheap Xerox persons.

3 Grossly unfair: does not count for certification, some interns do full-time teacher's job at low pay, not all graduates are on internship; e.g., two graduates--one a teacher one an intern.

1 Contradiction: we graduate with certificate and have 7 weeks of teaching practice--and then we are treated as if we know nothing.

4	Little merit if optional and one-half salary, particularly when others are hired as full-time beginning teachers with full pay.
4	Interns should not be viewed as student teachers. Also salary must be higher. Program is good.
5	Should remain optional.
3	Internship should replace student teaching so that program length would not increase.
5	Can be valuable. Guidelines and standards needed. Credit is needed for permanent certification. Four year B.Ed. program including one year teaching.
2	Interns are thought of as second-rate teachers. Problems are salary, reduced responsibilities and no credit on certification. Internship could replace practicum in B.Ed. program.
2	An excuse for lower pay scales.
2	Does not count toward permanent certification.
1	A waste of time.
5	With standardized rules and if compulsory it would be more effective.
1	There is a great deal of wasted time in the present 4-year B.Ed. program. No need to lengthen.
5	Need full pay, full load and credit toward permanent certification.
4	System is unorganized. Need guidelines.
1	School boards benefit because they get new ideas at low pay. Not enough respect for new graduates. Internship is the practicum over again.
1	Cheap labour without guaranteeing a position.
4	Not suitable for mature students who have extensive work experience.
3	It would be more effective to improve the university program, especially the practicum.
1	No transition period necessary. The university program prepares competent teachers.

1	Of no value because pay is inadequate, is a state of servitude, and supervising teachers lack skill to train and evaluate anyone.
2	Should be part of 4 year-B.Ed. or dropped. Low pay, low credibility. Demoralizing.
1	Internship is often misused.
5	May be helpful for some. Pay inadequate.
1	Not a valid concept. Will disappear.
5	Some people may need internship. Value of internship depends on quality of supervising teacher.
5	Value depends on individual interns. Some may need it. Competent teachers do not need it.
1	Too much of a "gopher" job.

Unable to judge:

0	Internship should be available to all graduates of faculties of education, no matter where they were the previous year.
0	Certification and financial concerns must be dealt with.
0	Internship is demeaning unless it were made compulsory as in law or medicine.
0	The problems relate to the salary and content of the present program. Exposure to actual classroom teaching is important, but university courses don't do this, particularly not Ed PA.

COMMENTS BY SENIOR EDUCATION STUDENTS
AT THE UNIVERSITY OF LETHBRIDGE

Comments by 12 students who evaluated ITP positively (a score of 6-10 on a ten-point scale).

Comments by 40 students who evaluated ITP negatively (a score of 1-5 on a ten-point scale).

Comments by 6 students who stated that they were unable to judge the value of ITP

University of Lethbridge

Positive:

7 Guidelines need to be developed with flexibility.

7 Misuse. If mandatory it would be more widely accepted.

7 Who is a good supervising teacher?

6 Too easily abused. Better pay, benefits, security.

7 Employment good. Pay is important.

8 Should count toward permanent certification.

9 Beneficial but it should count toward permanent certification.

8 Don't know much about program. Should count toward permanent certification. Need more information. Many abuses.

7 Have four years theory and observation and one year internship. Improve university program. Not more supervision after graduation.

6 Very valuable if not abused. Make it a learning experience.

8 Purpose of transition is often far from truth. Cheap disposable labor. In many cases, interns are given full work load and simply replaced after one year. Strictly enforced regulations needed.

7 Salary should be increased. Internship should count toward permanent certification.

Negative

1 Waste of taxpayers' money. Reduce class size, reduce central office staffs.

5 Valuable if the reputation of the graduating institution is questionable. Should not be compulsory.

2 Could be valuable under certain conditions. Regulations necessary. Salary should be increased. A number of people should be involved in evaluation. Intern needs a wide variety of experiences.

2	Interns have been carrying pretty well full loads. For this, pay is inadequate. I am ready to teach without internship.
4	Stress level increases. The amount of student teaching should be taken into account. Some districts are using interns as instead of not in addition to.
4	No real value for a Lethbridge graduate. Program has been abused. No consistency. Should (if implemented) be part of B.Ed. program. Should be abolished.
5	Should count toward permanent certification.
4	Not all teachers need extra supervision. System is not just.
3	First year teachers should be considered competent. Internship provides jobs.
3	Abuse--"dirty" jobs. Should be treated like teachers.
2	Slave labor. Work load heavy, pay low. Does not go toward permanent certification.
3	My training is more than sufficient to accept full teaching position. No job security, no benefits, extremely poor wage. Equal pay and respect for equal work.
5	Abuse. Interns are full-time teachers with half-time wages.
2	Valuable only in special cases.
1	A person with a B.Ed. is fully trained to start employment as a professional.
3	Make optional. A B.Ed. graduate should be fully prepared for teaching.
1	Many "gopher" jobs. If internship stays it should contribute toward permanent certification and pay should be increased.
2	Credit re salary and permanent certification is needed. Will apply only as a final and desperate move.
5	More guidelines, recognition and money.
5	So many abuses, it is hard to judge the program:

placed with first year teachers, taken in place of teachers, given full teaching responsibilities yet paid less.

3 Many abuses. No consistency. Guidelines needed.

1 In most cases intern is given full responsibility with low pay. Should count toward permanent certification.
Should be given full responsibility for at least one subject area for the entire year to deal with planning and evaluation.

3 Increase number of teachers--improve education.
If internship, it should count for permanent certification.

3 Provide more information.

2 Heard only poor comments about ITP. Not an advocate for cheap labour. Could be beneficial for some students, but not all.

5 May be good idea for some but should be standardized and count toward permanent certification.

2 Often intern is only a "gopher." Would help if employment were assured for the year following the internship.

2 The internship program I observed had too many administrators, way too much evaluation, and far too many different class responsibilities. Salary should be reflected on grid.

2 Give interns opportunity to teach.
Need regulations.
Monitoring needed to prevent abuse.
Make internship uniform.
Make it monetarily worthwhile.
Make it count toward permanent certification.
Increase work load and responsibility as year progresses.
Make it different from student teaching.
Observations early, then more class time.
Occasional evaluation and feedback.
Could rate it a 10 if all were followed.

5 Too much abuse.

3 Could be a 9 with adjustments:
- don't need more student teaching
- should teach and take part in all school activities

- should be respected as teachers
- should be mandatory.

1 As a single parent with 4 children:
I could not live on the salary
I don't have a year to give without receiving benefits on grid and certification
No consideration given on paying back loans.

5 Too much variety.

4 Great deal of abuse.
Need criteria--no "gophers."

5 It is "who" you know that counts.

3 Too much jargon in this survey.

3 Internship is inconsistent.
Great variety of experiences.

3 Too much like student teaching--never really in charge without constant observation--yet fully qualified to teach. Would not choose an internship.

1 By completing my degree I will have completed 6 placements (30 weeks) of in-class time. Internship is outrageous. If it is adopted then salary, responsibility, certification, ATA, permanent position issues must be dealt with.

Unable to judge:

0 Could we ever decide on evaluative criteria?

0 How can I judge without experience?
How can the internship be optional and also part of a program?
Possibility that internships are good for weaker teachers.

0 No standards or expectations.
Great variety in work load.
Need guidelines and regulations.

0 Who is a highly competent teacher supervisor?
Possible personality conflicts.
Guidelines needed. Many questions.

0 Older experienced students [student is 29 years old] are prepared to teach. Internship may need "breaking in" period.
Need guidelines, regulations and monitoring.
Salary, certification and respect as a teacher are

important issues.
Must not be in competition with regular teachers.

0 Don't know enough about ITP to judge. Heard of a great deal of abuse, also of positive experiences. Criteria are needed (provincial) to guard against abuse.

CHAPTER 9

REPORTS FROM SCHOOL JURISDICTIONS

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REPORTS FROM SCHOOL JURISDICTIONS

Respondents from each of the 127 jurisdictions participating in the Initiation to Teaching Project submitted to the Project Director an Annual Evaluation Report Form (Appendix A). Reports were received from 95 school systems, 25 private schools, and 7 private early childhood school (ECS) operators. Some of these school jurisdictions employed a substantial number of interns: at the other extreme, some individual schools involved had only one or two interns each. In each instance, reports were completed by superintendents or other central office administrators, in consultation with central office personnel, school administrators, supervising teachers, and interns. Of the 127 reports, 2 were returned without responses, 3 were only partially completed, and several contained one or more unanswered questions.

The Annual Evaluation Report Form incorporated structured as well as open-ended questions. This strategy resulted in the acquisition of a wide range of responses and it helped to identify areas of special concern in individual settings. Findings from the analysis of these responses are reported below.

Selection, Placement, and Involvement of Interns

The responses revealed that criteria and procedures for selecting interns varied considerably. In most instances, systems endeavored to match expertise and interest of interns with school needs, rather than merely attempting to recruit interns with some desired specialized skills.

In some systems, interns changed schools mid-way through the year. This practice was thought to benefit interns by giving them exposure to different teachers and different administrative styles. On the other hand, it caused some disruption to schools and classroom settings when interns were re-assigned without having completed the work that they had initiated. The strategy of changing schools at the semester break was found to be more appropriate for high schools that use the semester system; and it was seen as generally unsuccessful in elementary schools.

The majority of interns were involved in team teaching situations with two or more supervising teachers. Specific assignments are examined below.

Interns were engaged in widely varied activities and were exposed to a range of classroom experiences over the course of the school year. This variety is reflected in Table 9.1.

Table 9.1

Involvement of Interns in Various Instructional Arrangements

Instructional Arrangement	Percentage of Interns Involved
Team teaching with one other teacher	44%
Team teaching with more than one teacher	68
"One-on-one" instruction	58
Small group instruction	79
Teaching part of a split grade	45
Teaching one subject in more than one grade	55
Teaching more than one subject in one grade	60
Teaching more than one subject in more than one grade	72
ECS teaching	26
Second language teaching	12
Special education teaching	43

Most frequently, interns were assigned to small group instruction and teaching of more than one subject in more than one grade. Over 50% of the interns were also engaged for some time in teaching more than one subject in one grade, one-on-one instruction, and teaching one subject in more than one grade. In addition, teaching of one section of a split-grade class and special education teaching were both listed on more than 40% of the reports. Placements which used the special training or talents of interns, such as ECS teaching, second language teaching, intramural activities, outdoor education, computer classes, and music classes, were reported less frequently. These last-mentioned activities tended to be reserved for interns who were trained in those areas. One exception was special education: 43% of participating jurisdictions reported having assigned interns to special education activities.

Flexible Provincial Guidelines and System Plans

Almost all of the jurisdictions in the survey (95%) expressed satisfaction with the flexibility of Provincial Guidelines and system plans. System plans, in particular, offered interns a wide range of teaching experiences, with opportunities to use varied teaching materials and to interact with students with differing needs and backgrounds. Interns were called upon to plan for and instruct individuals, small groups, as well as regular classes. Plans at individual schools enabled interns to observe and work with a variety of teachers in core academic areas as well as in other school activities. The most workable school plans tended to be developed by supervising teachers and their interns. Alternative planning approaches often resulted in assignment to too many supervising teachers.

Districts and schools which expressed concern about flexibility alluded to some of the school plans being confusing, to the rigidity of some school plans, and to the treatment of interns as "glorified student teachers." As a representative of one large district reported:

> Those who looked at the ITP merely as a student teaching situation underestimated the potential of the program; those who saw the intern as a full fledged member of the staff failed to recognize the opportunities presented for professional development and growth.

Progressive Assumption of Responsibility

In 115 of the 127 participating systems or schools, internship responsibilities were seen as expanding gradually over the course of the year. In most instances, internship commenced with observation and progressed through stages of individual, small group and whole class instruction. Planning and extra-curricular responsibilities increased accordingly.

Of the remaining jurisdictions, some assigned full teaching responsibility immediately; others treated interns as student teachers. A few systems offered no responses about this matter.

Professional Development of Interns

Most districts and schools provided inservice education for interns. This was usually offered in conjunction with their various classroom activities of observation, individual, small group, and whole class instruction of daily lessons, unit instruction, and teaching of entire courses. In situations where schools lacked appropriate staffing, interns with special skills were sometimes encouraged to become involved in developing special programs such as those for computer instruction, music, and outdoor education.

The following professional development activities were specifically mentioned by respondents:

1. Three-day workshops on clinical supervision, sponsored by Alberta Education,
2. Teacher Expectations and Student Achievement (TESA) Program,
3. Project TEACH,
4. Project PRIDE,
5. Teaching Through Learning Channels,
6. Effective Teaching for Higher Achievement (ASCD),
7. Madeline Hunter videotapes,
8. Mireau videotapes,
9. ATA Specialist Council Conferences,
10. ATA Regional Conferences,
11. District professional activities,
12. Staff meetings and functions,
13. Visits to other schools by interns, and
14. Out-of-Province conferences.

The three-day workshops, sponsored by Alberta Education and conducted by the University of Lethbridge, were mentioned most frequently. In general, activities provided at the local level were considered to be most beneficial for interns.

With regard to a question on professional development activities for the forthcoming year, more than 60% of those who responded indicated that all current activities would be continued. A few respondents, however, questioned the usefulness of some district- or school-sponsored activities. For example, the three-day clinical supervision workshop was thought to be excellent for school administrators but of limited value for interns. The ASCD workshop, a central office meeting of all interns, and out-of-system conferences were also criticized by isolated respondents.

Respondents stated that out-of-Province conferences and ATA-sponsored activities, external resource people, expensive materials (e.g., Mireau videotapes), and visits to other schools and districts would not have been possible without the support of Alberta Manpower's professional development funding.

Professional Development for Supervising Teachers and Administrators

According to 65% of the respondents, systems provided no programs for developing supervisory skills among supervising teachers and school and district administrators. The remaining 35%, however, cited one or more of the following professional development activities:

1. Local inservice education,
2. Clinical supervision,
3. Fundamentals of Excellence workshop for principals,
4. TESA program,
5. Coaching model program, and
6. Effective Teaching for Higher Achievement program.

Consultation and Remediation

Responses to questions about the type and quality of consultation and remediation in schools ranged from the general to the specific. Most jurisdictions employed procedures for review of and consultation with interns, however there was no uniformity in procedures. The following list highlights a diversity of consultation and remediation activities provided to many interns:

1. Daily, informal consultation with co-operating teachers,
2. Regular consultative review of interns' performance,
3. Weekly, monthly, and quarterly formal reviews by school administrators, central office staff, and/or superintendents,
4. Clinical supervision,
5. University consultation,
6. Videotaping of lessons,
7. Regularly scheduled meetings of interns for mutual sharing of concerns, ideas, and experiences, and
8. Daily written feedback on interns' day books.

The forms of consultation and remediation that were thought to be most useful varied according to the particular needs of interns. Most frequently, respondents considered that the most helpful strategy was informal sessions with supervising teachers offering constructive advice and criticism. Sessions on classroom management and discipline, clinical supervision, the TESA program, and interschool visitation for idea exchange were also considered to be useful vehicles for consultation.

Certain aspects of the intern's work were common foci for remedial effort. These were:

1. Classroom management,
2. Planning and organization,
3. Discipline,
4. Student evaluation, and
5. Self evaluation.

Development of Professional Relationships

In most instances, activities to provide for the development of interns' professional relationships were not formally planned. School staff activities were cited most frequently as the major settings for establishing professional relationships. Activities included district orientation sessions, staff meetings, local professional development activities, socials, conventions, and conferences. Several respondents also commented that careful matching of teachers with interns provided outstanding opportunities for developing professional relationships through informal interaction.

Overall Benefit for Participants

According to 98% of the respondents, schools benefited substantially from the presence of interns. The injection of additional professional assistance was of particular value; as one respondent explained: "The teachers benefited greatly from having an intern in the classroom, mainly because of the exchange of ideas and materials." Indeed, all segments of the system benefited from the interns' exuberance, their excitement about teaching, and the wealth of new ideas they provided. Internship was especially valuable for the students; one respondent noted that "the students benefited greatly from the individual attention given them by the intern or the teachers who had more time to spend with them." Some of the reports also cited the development of supervising teachers' and administrators' supervisory skills as a source of long-term benefit.

With regard to the value of the ITP for interns themselves, 95% of respondents considered that their interns experienced sufficient growth to warrant continuation of the program on a permanent basis. A small number (3%) disagreed with this view, and an even smaller number (2%) were undecided. Most of these respondents (93%) also perceived that the internship will foster better teachers in the future. Here too, a small percentage (5%) felt otherwise, and a few (3%) were unsure about this matter.

Satisfaction with the ITP

Almost all respondents indicated that their central office staff, school administrators, co-operating teachers, and interns judged the Initiation to Teaching Project to be very successful. The following responses exemplify the attitudes expressed in 97% of the reports:

> Learning was experienced not only by the intern and the children but by the teachers in each individual classroom. There was a continuing exchange of ideas which provided enrichment for the whole program.
>
> A second professional person in the classroom often provided a more objective view of individual problems and their solutions.
>
> The most positive feature of this intern program was to see how an individual could develop both confidence and effectiveness in teaching by having the support system and knowledge that there was someone who was willing to and wanted to help make this career an exciting one for the intern.

The benefits for staff and students--not just for interns--were mentioned frequently; interns' new ideas and their time to plan special lessons were seen as affording special benefits to schools. A small number of respondents made a special effort to express appreciation for having the opportunity to participate in the ITP, and they encouraged Alberta Education either to continue with the present arrangement or to develop a similar, compulsory project as an alternative. One commended the program as "an experiment for all North America to watch."

On the other hand, 3% of the respondents communicated their general dissatisfaction with their experience of the internship. They paid particular attention to the poor quality of some interns and to the paper-work demands of Alberta Education.

In spite of overall satisfaction with ITP, some systems were frustrated by their inability to offer full-time employment to interns following internship; the recruitment and loss of interns to other districts offering full-time employment was described as "disappointing." Other undesirable consequences of participation included: increased administrative workloads, a lack of professional development assistance by the universities and Alberta Education, difficulties with inservice activities for and evaluation of interns, low salaries for interns, failure to award interns credit toward permanent certification, inability to use interns as substitute teachers, and more generally, "other difficulties over which no one had any control."

Participation in 1986-87

Not only did systems and schools in this part of the study respond with enthusiasm to the Initiation to Teaching Project, but 92% indicated a desire to participate once again during the 1986-87 school year. A further 2% were undecided, and 6% stated that they would not participate, on account of school closures, lack of finance, and dissatisfaction with the scheme.

Problems and Proposals for 1986-87

When asked to anticipate potential difficulties for the ensuing year, only 20% of respondents offered comment. They referred to actual or potential problems associated with availability and retention of interns (particularly in rural locations), with increased administrative responsibilities, with the cost effectiveness of the program, and with the provision of professional development activities.

About a third of respondents (35%) also recommended changes for 1986-87. There was little consistent support for any of these suggestions, however, the following matters were mentioned:

1. Internship experience should count on the salary grid,
2. Internship should count toward permanent certification,
3. Living allowance should be granted to "northern students,"
4. More specific guidelines should be provided to assist in preparing programs for interns,
5. Roles of participants need to be clarified,
6. Universities should be involved in providing professional development activities,
7. Internship should be required of all beginning teachers,
8. Internship should be required for permanent certification, and a minimum period of internship should be specified,
9. Funding should be provided for professional development of supervising teachers and administrators,
10. Alberta Education should assume all costs,
11. Private ECS operators should be excluded from the ITP, and
12. Internship programs should be designed to reflect the needs of individual interns.

In response to specific questions on particular aspects of the ITP, 76% of respondents considered that internship should be a requirement for certification (21% disagreed; 3% were undecided), and 59% stated that internship should be a requirement for the B.Ed. degree (34% disagreed; 7% could not decide). In addition, 12% of the respondents indicated that the internship should become a part of the four-year B.Ed. program. Finally, a small number of respondents questioned the appropriateness of involving small rural districts in the ITP.

Summary

Based upon the foregoing findings from the 1985-86 Annual Evaluation Report Form responses, the following summary can be presented:

1. Interns tend to be selected on the basis of expertise and local need.

2. Some systems reassign interns after the first half year. This practice provides a variety of experiences but it can be disruptive for other than semester-organized schools.

3. Interns are usually involved in team teaching, and they often work with multiple supervisors. They are engaged in a wide variety of classroom instructional activities.

4. Flexible ITP guidelines allow systems to expose interns to a range of teaching and supervisory experiences. This flexibility is generally appreciated.

5. Most interns are encouraged to assume responsibility progressively.

6. Systems usually provide inservice activities for interns; the nature of these activities varies considerably among systems. A majority of systems considered the inservice education provisions for interns to be sufficiently worthwhile to warrant continuation in 1986-87.

7. Many supervising teachers and administrators receive no inservice assistance to develop supervisory skills.

8. Interns receive remedial and consultative assistance in many forms. Feedback and advice about matters such as classroom management, planning and organization, discipline, student evaluation, and self appraisal are usually provided in forms that suit individual interns; informal interaction with supervising teachers most often fulfils this intent.

9. In most cases, interns establish professional relationships informally, particularly through contact with supervising teachers and other staff members at school. Compatibility of interns with supervising teachers is important in this regard.

10. ITP has benefit for all concerned. It can contribute to the professional growth and quality of teaching of interns, provide opportunities and enthusiasm for exchange of ideas and teaching materials among teachers, extend the time available for contact with students, and help in developing the supervisory skills of administrators and supervising teachers.

11. Many changes could be made to improve the ITP. However, there is little agreement about the nature of those changes.

12. In spite of some administrative problems and undesirable features, the ITP is widely regarded as a worthwhile enterprise--one in which systems are keen to participate again.

APPENDIX A

INITIATION TO TEACHING PROJECT
ANNUAL EVALUATION REPORT FORM

Note: The original report form provided space for responses to the open-ended questions.

INITIATION TO TEACHING PROJECT

ANNUAL EVALUATION REPORT FORM

As a result of experience gained in the introductory years of the Initiation to Teaching Project, a number of revisions may be warranted for the program. Local ITP evaluations will assist in determining how successful the Project has been and whether or not changes should be incorporated.

Answers to the following questions, based upon experiences in your jurisdiction, will constitute your ITP Annual Evaluation Report. You may want to refer some questions to others in your system for response. The deadline for submission of the completed form to your Regional Office of Education is July 31.

1. In order to develop a complete role definition for future education internship, all possible application of interns should be identified. How many intern teachers employed in your system? (Please elaborate as necessary to identify activities/classes/subjects your interns were assigned to.)

   Check one or more:

   ___ a) Team teaching with one teacher
   ___ b) Team teaching with more than one teacher
   ___ c) One-on-one instruction
   ___ d) Small group instruction
   ___ e) Teaching part of a split grade
   ___ f) Teaching one subject in more than one grade
   ___ g) Teaching more than one subject in one grade
   ___ h) Teaching more than one subject in more than one grade
   ___ i) ECS teaching
   ___ j) Second language teaching
   ___ k) Special education teaching
   ___ l) Other (please specify)

2. Was your system plan for ITP sufficiently flexible? Please comment on exceptionally workable/unworkable components of your system plan, changes made during the year, etc.

3. How did your ITP program provide progressively greater responsibility for the intern(s)?

4. a) How did your ITP program provide for consultation/remediation as required by the intern(s)?

   b) What specific type of consultation/remediation was found to be most needed or useful for your intern(s)?

5. a) Of the professional development activities provided your intern(s), what activities proved most useful/successful?

   b) What professional development activities, if any, will not be repeated?

   c) What professional development activities would not have occurred in your system had Alberta Manpower PD monies not been made available for intern inservice?

6. What provision/activity was undertaken in your system to provide for the "development of professional relationships" for the intern(s)?

7. Do you feel that your principals/teachers/students benefited, i.e., experience growth, as a result of having an intern in the school? If so, in what way?

8. What provision/activity was undertaken in your system to provide for "further development of professional skills of supervising teachers/principals?"

9. What do you feel was the single most interesting/exciting/positive feature of the ITP in your system?

10. What was the most discouraging/negative aspect?

11. Do you foresee any problems/concerns with ITP in your system for 1986-87? Please identify.

12. What aspects of ITP would you recommend changing for 1986-87?

13. a) Do you feel that your intern(s) experienced sufficient growth in the internship to warrant continuation of the program on a permanent basis?

- b) Do you feel that the internship will foster better teachers in the future?
- c) In your opinion, should internship be a requirement of certification?
- d) In your opinion, should internship be a requirement for the B.Ed. degree?

14. Will your system participate in ITP in 1986/87?

15. Additional comments.

Signature of Superintendent of Schools
Private School Principal or ECS Operator

Date

Name of School System, Private School
or Private ECS Operator

CHAPTER 10

CLASSROOM OBSERVATION STUDY

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CLASSROOM OBSERVATION STUDY

Introduction and Overview

The Evaluation of the Initiation to Teaching Project included a two-year classroom observation component. A preliminary report in January, 1986 provided information on the first phase of the observation study. The data obtained during that first phase were collected by a team of trained observers during the months of November and December, 1985. Data for the second phase were collected in October, November and early December, 1986.

This chapter presents the final report of both years of the classroom observation component. It comprises the following sections: (1) Review of related research, (2) Observer training, (3) Research design, (4) Findings, (5) Conclusions, and (6) Implications. An Appendix, listing the items in the Classroom Observation Record used by observers, is also presented.

Review of Related Research

The data collection approach used in this study stems from work conducted at the Centre for Research in Teaching, Faculty of Education, University of Alberta, particularly from the large-scale study labelled Project QUEST (Quasi-Experimental Study of Teaching) (MacKay, 1979). The teaching strategies on which Project QUEST focussed were those which had been identified in earlier work at the University of Alberta, as well as in large-scale studies conducted by Gage and his colleagues at Stanford and by Brophy, Good, Evertson and others at Texas (American Institute for Research, 1976; Anderson & Brophy, 1976; Anderson, Evertson & Brophy, 1978b; Bennett, 1976; Brophy & Evertson, 1973, 1974, 1978; Calfee & Calfee, 1976; Conners, 1978; Crawford & Gage, 1977; Eggert, 1977; Evertson & Brophy, 1978; Evertson, Anderson & Brophy, 1978; Fasano, 1977; Lambert & Hartsough, 1976; McDonald & Elias, 1976; MacKay, 1978; MacKay and Marland, 1978; Mahen, 1977; Marland, 1977; Muttart, 1977; Rohr, 1975; Soar, 1973, 1977, 1978; Stallings & Kaskowitz, 1972-3; Wright, 1975).

Among the key findings in Project QUEST were the following:

1. A large number of the observed teaching strategies were significantly correlated with achievement test scores in reading and mathematics.

2. The in-service education treatment of teachers between a pretest and posttest set of observations (5 observations per teacher at each stage) had a significant effect on classroom performance. The teaching strategies were "alterable variables."

More important than the results of this one study is their consistency with those reported in the other large scale studies conducted at Texas and Stanford. In particular, the effects of in-service treatment were very much in harmony with those reported by Crawford and Gage (1977).

In early 1986, publication of the Third Edition of The Handbook of Research on Teaching (Wittrock, 1986) provided a complete review and update of the research literature. Much of the relevant material in that book had been available to a member of the study team in draft manuscript form before Phase One of this study was launched.

A review of the chapters on teacher education, measurement of teaching and, especially, teacher behavior, provided further evidence to support the choice of variables used in this study. The following points summarize this recent body of literature.

1. Consistency and replication of variables and findings are as important as the findings of individual studies. It should be noted that, in the report on Project QUEST, MacKay (1979) had argued:

> From a meta-analytic perspective, the results may be even more valuable than was suggested by the comments presented above. . . . For instance, using the criterion suggested by the Stanford group, all of the strategies used in our study [QUEST] become significant. . . . Moreover when the Project QUEST findings are compared with those reported in the Texas Junior High School Study, there is consistent agreement between the two sets of results.

2. The following variables have been consistently related to student achievement:

a. pacing of instruction;
b. time on task;
c. clear expectations for student performance;
d. well organized and planned activities;
e. smooth-running academic activities;
f. brief and orderly transitions;
g. compliance, by students, with teacher's directions;
h. clear sets of procedures and rules;
i. teacher awareness;
j. teacher ability to deal with several activities;
k. momentum;

l. variety of materials used;
m. clarity of teacher communications;
n. use of sustaining feedback;
o. appropriate mixture of question types; and
p. warmth and empathy.

In Figure 10.1, these variables identified as important in the research literature are shown in juxtaposition with the variables used in the present study.

Variables in the Research Literature		Variables Used in Internship Study (#s on COR)*
(a)	Pacing	16, 17
(b)	Time on task	12
(c)	Clear expectations	9, 6, 11
(d)	Well organized and planned	4, 5, 10
(e)	Smooth-running	15
(f)	Brief transitions	13
(g)	Compliance	3, 8
(h)	Clear procedures	17, 1
(i)	Awareness	2
(j)	Several activities	4
(k)	Momentum	16
(l)	Variety	14
(m)	Clarity	18, 19
(n)	Sustaining feedback	21
(o)	Appropriate questions	20, 22
(p)	Warmth and empathy	23, 24, 25, 26

*Classroom Observation Record (MacKay, 1985)

Figure 10.1

Relationship of Teaching Strategies to the Research Literature

The studies on which this summary is based (Alexander et al., 1979; Anderson et al., 1981; Bennett et al., 1981; Berliner et al., 1978; Cooley & Leinhardt, 1980; Doyle, 1983; Evertson et al., 1980; Fitz-Gibbon & Clark, 1982; Gage, 1983; Good & Grouws, 1981; MacKay, 1979; Rosenshine, 1983; Webb, 1980) covered a wide range of subject areas, grade levels and contexts (e.g., socio-economic status). Using the criteria of consistency and replication, it can be claimed that the variables used in this study are well-founded in previous research and represent an appropriate measure of teacher performance. (The 26 teaching strategies are listed in the Appendix.

The form used to record observers' ratings had been developed just before the present evaluation project was commissioned; it is known as the Classroom Observation Record (COR) (MacKay, 1985).

While Project QUEST had focussed on experienced classroom teachers, another study conducted by the Centre for Research on Teaching at the University of Alberta examined changes in performance resulting from the eight-week student teaching experience. This study was conducted by CRT in cooperation with the Office of the Assistant Dean (Evaluation) of the Faculty of Education, University of Alberta. In published reports of the results (Ratsoy, 1980; Ratsoy and Sloan, 1981), there was found to be a statistically significant overall increase in observer ratings of student teachers on 19 of the 26 strategies. There was also some indication that contextual variables such as grade level and subject area affected the rate of growth in teaching performance. Because observations had been conducted at several different points during the eight-week period of the practicum, it was possible to examine the pattern of change over time in that study. On that point, there was some evidence to suggest that change was not necessarily continuous in a particular direction; in fact, there may be some valleys as well as peaks or plateaus in teaching performance over time.

More recently, a group of graduate students enrolled in courses on teacher evaluation in the Department of Educational Administration, University of Alberta collected classroom data on a sample of the interns employed during 1985-86 by the Edmonton Public School Board. During the early Fall of 1985, the observers were trained on the 26 strategies of the Classroom Observation Record. During the Fall and Winter of 1985 they collected pretest and posttest observational data on 24 Interns. For both the pre- and posttests, three different observations were obtained on each intern. The results of that study (MacKay and Bentley, 1986) showed that, across grade levels, there were significant gains on 12 of the 26 teaching strategies. There were no strategies on which performance declined.

Training of Observers

Since observations were to be made in various parts of the province, for each of the two phases, Fall 1985 and Fall 1986, observers were identified in Lethbridge, Calgary, Three Hills, Barrhead and Grande Prairie as well as Edmonton. Although this posed a problem for training the observers, data collection was facilitated.

Phase One (1985)

For Phase One, in 1985, nine observers were trained by a member of the research team over a five-day period at the University of Alberta in Edmonton. Videotapes developed by Dr. Laurie Mireau for the Alberta Department of Education were used as the basic set of curriculum materials. In the preliminary report (MacKay, 1986) on the observation study, it was noted that, during training in November 1985, observers achieved interrater reliability percentages ranging from 90% to 100%. During the data collection period, interrater reliability checks were carried out for each of the nine observers. The five sets of comparisons ranged from 89% to 100% which is well above the 70-80% level usually expected in studies of this type. While observer agreement is only one aspect of reliability, it was the one measure which was relatively easy to obtain in this study and, therefore, served as a very useful indicator of the quality of measurement of classroom procedures.

Phase Two (1986)

Training of the classroom observers for the 1986 phase of the study was carried out during the four-day period October 20-October 23, 1986. During the first three days the nine observers joining the project for the first time were trained. As was the case in 1985, the videotapes developed for Alberta Education by Dr. Laurie Mireau were used. The training was carried out a member of the evaluation team. The rating system was identical to the one used in Phase One of the study and data were recorded on the Classroom Observation Record (COR). On the final day of training (October 23), three of the observers who had worked on the Phase One evaluation joined the group after a brief session designed to review the observation system and to provide a refresher course on the observation skills.

The observers. All of the observers had previous experience in various types of research projects and nearly all were certificated teachers. At least four of the new group of nine had had considerable experience in classroom observation in connection with their roles as supervisors of student teachers and/or of classroom teachers. Two of the newcomers had completed doctoral dissertations using data from classroom observations. The total group of 12 observers included seven with doctoral degrees; the remainder had post-graduate degrees in education or other social science disciplines and one of these was nearing completion of the doctorate.

Interrater reliability. During training, interrater reliabilities ranged from approximately 80% to 100%. During the last training session when all twelve observers participated, an over-all interrater reliability computation was carried out. This showed a reliability level of over 80%.

During data collection in the field, each person was paired with one of the other observers for one observation. The Interrater Reliability (IRR) coefficients obtained during these reliability checks are reported in Table 10.1.

Table 10.1

Interrater Reliabilities (Field Tests) for the 1986 Phase

Observer Pairs	n Agreement	%
01 & 04	26	100%
11 & 07	24	92%
06 & 02	26	100%
03 & 12	26	100%
05 & 10	26	100%
08 & 09	18	73%

The data show a range of 73% to 100%. Coupled with the IRR coefficients during the training period, these data indicate that, as was the case in 1985, an extremely high level of reliability was obtained.

Observers' log books. During both the 1985 and 1986 phases, the observers prepared field notes which were intended to describe any conditions which might have an effect on their observations.

While there were numerous pieces of interesting information and rich data in the observers' field notes, there were no indications that any local contextual conditions affected the observers' ability to use the observation and recording system. Therefore, it can be concluded that the field notes served a valuable purpose because one can be confident that conditions for observation were "normal" rather than "unusual." There were certainly wide ranges of settings, subject areas, class sizes, and environments; but nothing judged to be so unusual as to be ruled "outside the realm" of classrooms in Alberta.

Research Design

In both the 1985 and 1986 phases of the observation study, stratified (by grade level) random samples of interns and teachers were selected. The design, presented graphically in Figure 10.2, included the five groups identified in Table 10.2.

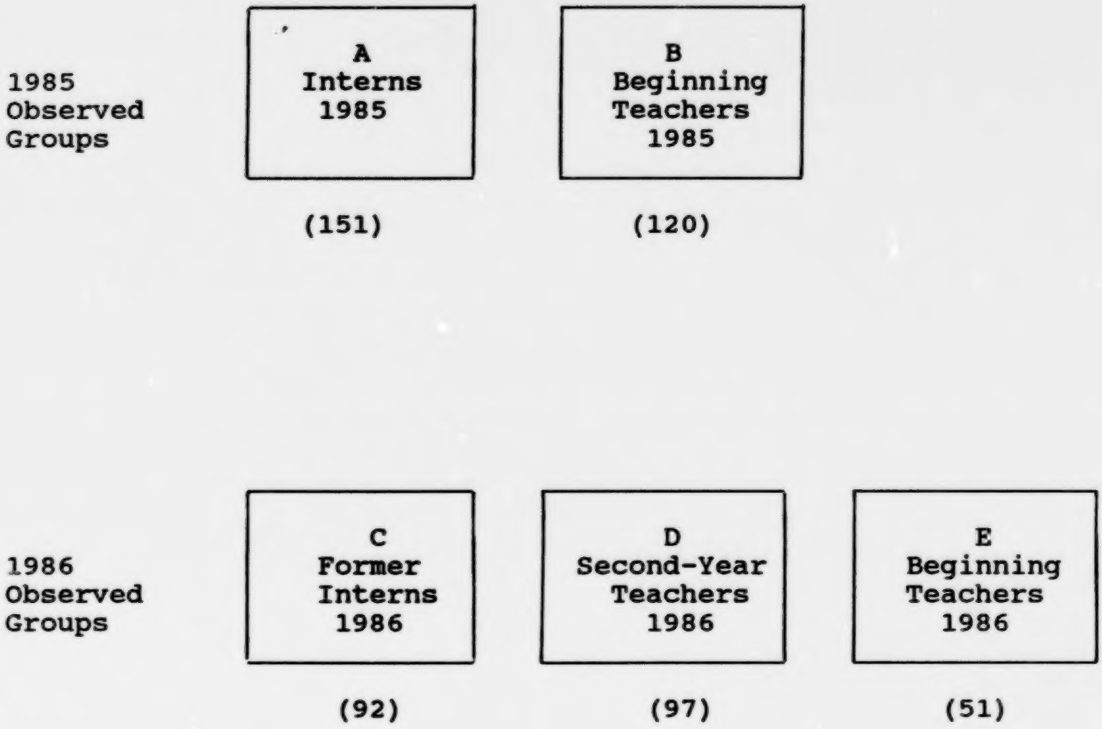
Table 10.2

The Sample Design

Group	Descriptor	n
Phase One (1985)		
1. Interns	Interns 1985	151
2. Beginning teachers	Beginning teachers 1985	120
Phase Two (1986)		
3. Beginning teachers who had been interns	Former interns 1986	92
4. Second-year teachers who had been beginning teachers in 1985	Second-year teachers 1986	97
5. Beginning teachers with no previous experience	Beginning teachers 1986	48

The design does not fall neatly into any one of the experimental designs described by Campbell and Stanley (1963). It is, rather, an interesting combination of two designs, each with its own strengths. The two interwoven designs are:

1. One-Group Pretest-Posttest Design (Campbell and Stanley's Design #2). This design is evident in the following comparisons: (a) interns 1985 and former interns 1986; and (b) beginning teachers 1985 and second-year teachers 1986.


1985
Observed
Groups
A
Interns
1985
(151)
B
Beginning
Teachers
1985
(120)
1986
Observed
Groups
C
Former
Interns
1986
(92)
D
Second-Year
Teachers
1986
(97)
E
Beginning
Teachers
1986
(51)

Comparisons made: A-B; A-C; B-C; B-D; C-E, C-(B+E)

Figure 10.2

Design of the Observation Study

2. Posttest-Only Control Group Design (Campbell and Stanley's Design #6). This design is evident in the following analyses: (a) comparison of former interns 1986 with the combined groups of beginning teachers 1985 and 1986 without previous teaching experience; and (b) comparison of former interns 1986 with each of the two groups of beginning teachers.

With respect to Design #6, Campbell and Stanley (1963) have this to say:

> Nonetheless, the most adequate all-purpose assurance of lack of initial biases between groups is randomization. . . . Furthermore, in educational research . . . we must frequently experiment with methods for the initial introduction of entirely new subject matter, for which pretests in the ordinary sense are impossible.

For this design, Campbell and Stanley conclude that the *t*-test is the "optimal" technique for statistical analysis.

Design #6 is relevant to this study because there was no possibility of obtaining data on teaching performance levels of the 1985 interns or beginning teachers before September of 1985. In that sense, pretest data "in the ordinary sense are impossible."

According to Campbell and Stanley, Design #6 controls for all eight factors which might affect internal validity (history, maturation, testing, instrumentation, regression, selection, mortality and interaction effects).

In Tables 10.3 and 10.4 information about a number of variables describing the background of the interns and beginning teachers is provided. Specifically, information is provided on the following matters: (1) universities at which members of the 1985 and 1986 samples obtained their teacher preparation; and (2) analysis of the grade point averages (GPA) of interns and beginning teachers in the 1985 sample. (These data were made available by the three Alberta universities in the study.) As the data in Table 10.3 indicate, there was, for the University of Alberta, information on the combined last two years and the practicum; for the University of Calgary, similar information was available and scores on the major practicum were also available. For the University of Lethbridge, information was available on overall GPAs as well as on practicum scores.

This information, which pertains to the question of equivalence of the "experimental" and the "control" groups, can be summarized as follows:

1. Slightly more than half of the sample, in each of the two years, was comprised of University of Alberta

Table 10.3

1985 and 1986 Samples by University Where B.Ed. Was Earned

	Number of Students										
	U of Alberta		U of Calgary		U of Lethbridge		Other		No B.Ed.		Total
Sample Classification	n	%	n	%	n	%	n	%	n	%	n
1985											
Interns	79	52.3	50	33.1	13	8.6	3	2.0	6	4.0	151
Beginning teachers	69	57.5	18	15.0	14	11.7	14	11.7	5	4.1	120
Total	148	54.6	68	25.1	27	10.0	17	6.3	11	4.1	271
1986											
Former interns	47	51.1	29	31.5	5	5.4	1	1.1	10	10.9	92
Second-year teachers	55	56.7	10	10.3	11	11.3	13	13.4	8	8.2	97
Beginning teachers	20	41.7	7	14.6	5	10.4	6	12.5	10	20.8	48
Total	122	51.5	46	19.4	21	8.9	20	8.4	28	11.8	237

Table 10.4

Analysis of Grade Point Averages

University of Alberta

1985	Overall GPA (9-point scale)	Practicum (5-point scale)
Interns (n = 79)	6.8	4.1
Beginning teachers (n = 64)	7.1	4.4
Probability of t	.01	.006
1985 & 1986		
Interns 1985 (n = 79)	6.8	4.1
Beginning teachers 1985 (n = 64)	7.1	4.4
Beginning teachers 1986 (n = 22)	6.8	4.4
Probability of F	.05	.004
Result of Scheffé Test	2>1	3>1;2>1

University of Calgary

1985	Overall GPA (4-point scale)	Practicum (4-point scale)
Interns (n = 46)	2.9	3.3
Beginning teachers (n = 17)	2.9	3.6
Probability of t	.86	.06

University of Lethbridge

1985	Overall GPA (4-point scale)	Practicum (4-point scale)
Interns (n = 12)	3.0	3.2
Beginning teachers (n = 13)	3.3	3.6
Probability of t	.06	.008

graduates, whereas 19 to 25% were from the University of Calgary and approximately 10% were from the University of Lethbridge.

2. The beginning teacher groups had higher scores (most were statistically significant at the .05 level) on the GPA and the practicum.

Appraisal of the design. The main features of the design conformed with those specified in the Request for Proposals (RFP) prepared by the Planning and Research Branch of Alberta Education. The nature of the experimental and control groups, the number of subjects in each group and the number of observations (one observation per classroom in each of the two phases as specified in the RFP) were, in a real sense, imposed on the evaluation team from the outset. It seems important, therefore, to reflect on the advantages and/or disadvantages of such a design.

Certainly the existence of an experimental "treatment" group (the 1985 interns who became first-year teachers in 1986) and a comparison or "control" group (1985 beginning teachers who continued as second-year teachers in 1986) provided a strong design. On the checklist presented by Campbell and Stanley, this design deals very well with the factors affecting internal validity. So, in a general and fundamental sense, the design required by Alberta Education was of high quality.

What then of the single observation specified for each of the two phases? While there are so-called "rules of thumb" in the literature on measurement of teaching (e.g., some studies have specified 5-10 observation sessions as a sufficient and necessary number for reliability and representativeness), there is little in the way of an empirical basis for an answer to this question. Rowley (1976, 1978) claimed that increasing the number of independent samples of behavior produces a more representative set of data. Intuitively, it can also be argued that, from a sampling design perspective, greater representativeness can be obtained by observing a particular teacher at different times of day, in different subject areas, in different instructional contexts (e.g., review lessons as compared with presentation of new material) and so on. There is clear evidence from the Texas studies (Emmer et al., 1980) that one can expect different teacher behaviors on classroom management and procedural variables in, say, September than later on in the school year.

It can be concluded, on these grounds that the single visit feature of the Alberta Education design is a flaw in the design of this component of the study. On a more positive note, the timing of the two phases so that the two sets of data were collected at approximately the same time periods in two consecutive school years and, as well, the inclusion of an additional comparison group (1986 first-year teachers) helped to offset the problems of inconsistency or instability of individual teacher performance.

Findings

The results of three sets of analyses are reported in this section:

1. Results of the comparisons described in the foregoing section on research design. This is the primary analysis of data from the classroom observation component.
2. Results of analyses based on subdivisions of the groups by grade level and subject area taught. This is a secondary level of analysis.
3. Summary information on an extensive analysis in which a large number of contextual and demographic variables were considered. The detailed results are presented in one of the supplementary Data Books that were prepared for the classroom observation component. This set of analyses may be described as the tertiary level of analysis.

Results of Primary Analysis

Figure 10.3 provides a summary of the primary analysis.

The results of analysis 2(a) are presented in Table 10.5. There were significant differences at the .05 level or beyond (indeed, most were well beyond the .01 level) between the two groups (former interns and combined beginning teacher group) on 20 of the 26 variables measured in the observation study. In all of these 20 cases, as well as on the 6 variables where the difference was not statistically significant, the teachers who had been interns in 1985-86 performed better than the teachers who had not been interns.

In Table 10.6, the results of analysis 1(a) are presented. For 22 of the 26 teaching strategies, the intern group showed significant increases from the pretest to the posttest. In all 26 strategies, the scores for 1986 were higher than for 1985.

Results of analysis 1(b) are shown in Table 10.7. The results show a significant increase for the beginning teacher 1985 group on 23 of the 26 strategies.

Analysis 2(b)(i) resulted in the figures displayed in Table 10.8. On 21 of the 26 strategies, the former interns had higher ratings than the 1985 comparison group of beginning teachers.

Analysis #		Comparison
1 (a)		Interns 1985 and Former Interns 1986
(b)		Beginning Teachers 1985 and Second-Year Teachers 1986
2 (a)		Former Interns 1986 and combined Beginning Teachers (1985 and 1986) groups
(b)	i.	Former Interns 1986 and Beginning Teachers 1985
	ii.	Former Interns 1986 and Beginning Teachers 1986
3		Interns 1985 and Beginning Teachers 1985

Figure 10.3

Summary of Comparisons among Groups
(Primary Analysis)

Table 10.5

Analysis 2(a)
Comparison of Beginning Teachers (Combined) with Former Interns

Teaching Strategy	Means: Combined Beginning Teachers (n = 168)	Means: Former Interns (n = 92)	Probability (t-test)
1. Rules and routines	3.2	3.7	.000*
2. Awareness	3.2	3.5	.002*
3. Preventative	3.1	3.5	.000*
4. Directed action	3.2	3.7	.000*
5. Low key responses	2.9	3.5	.000*
6. All listening	3.1	3.5	.002*
7. Overlappingness	3.1	3.6	.000*
8. Compliance	3.1	3.7	.000*
9. Monitoring	3.3	3.7	.000*
10. Planned activities	3.5	3.7	.018*
11. Shared purpose	3.0	3.5	.000*
12. Optimized learning time	3.2	3.5	.004*
13. Signal to begin	3.1	3.5	.000*
14. Variety of techniques	3.3	3.5	.102
15. Smooth flow	3.2	3.6	.001*
16. Pace of lesson	3.3	3.6	.016*
17. Minimum directions	3.2	3.6	.000*
18. Appropriate level of communication	3.4	3.8	.000*
19. Clear information	3.4	3.7	.003*
20. Questioning distribution	3.2	3.6	.001*
21. Questioning clues	3.2	3.4	.083
22. Level of questions	3.2	3.3	.337
23. Praise	3.4	3.4	.627
24. Expectations	3.2	3.4	.065
25. Caring	3.5	3.8	.003*
26. Responsiveness	3.5	3.6	.481

*Significant at the .05 level or beyond

Table 10.6

Analysis 1(a)
Longitudinal Comparison of Classroom Observation Record Scores of 1986 Beginning Teachers Who Had Been Interns in 1985

Teaching Strategy	Means		Probability (_t_-test)
	Interns 1985 (n=151)	Former Interns 1986 (n=92)	
1. Rules and routines	3.2	3.7	.000*
2. Awareness	3.1	3.5	.000*
3. Preventative	2.9	3.5	.000*
4. Directed action	3.1	3.7	.000*
5. Low key responses	2.9	3.5	.000*
6. All listening	3.1	3.5	.001*
7. Overlappingness	3.1	3.5	.000*
8. Compliance	3.1	3.7	.000*
9. Monitoring	3.3	3.7	.000*
10. Planned activities	3.5	3.7	.006*
11. Shared purpose	2.9	3.5	.000*
12. Optimized learning time	3.2	3.5	.000*
13. Signal to begin	3.1	3.5	.000*
14. Variety of techniques	3.3	3.5	.037*
15. Smooth flow	3.2	3.6	.000*
16. Pace of lesson	3.3	3.5	.013*
17. Minimum directions	3.0	3.6	.000*
18. Appropriate level of communication	3.3	3.8	.000*
19. Clear information	3.4	3.7	.003*
20. Questioning distribution	3.2	3.7	.002*
21. Questioning clues	3.3	3.5	.375
22. Level of questions	3.1	3.4	.171
23. Praise	3.3	3.4	.332
24. Expectations	3.1	3.4	.122
25. Caring	3.2	3.8	.000*
26. Responsiveness	3.3	3.6	.011*

*Significant at .05 level or beyond

Table 10.7

Analysis 1(b)
Longitudinal Comparison of Classroom Observation Record Scores of 1986 Second-Year Teachers Who Had Been Beginning Teachers in 1985

	Means		
Teaching Strategy	Beginning Teachers 1985 (n=120)	Second Year Teachers 1986 (n=97)	Probability (t-test)
1. Rules and routines	3.2	3.9	.000*
2. Awareness	3.1	3.8	.000*
3. Preventative	3.1	3.8	.000*
4. Directed action	3.1	3.7	.000*
5. Low key responses	2.9	3.7	.000*
6. All listening	3.2	3.7	.000*
7. Overlappingness	3.1	3.6	.000*
8. Compliance	3.1	3.8	.000*
9. Monitoring	3.3	3.8	.000*
10. Planned activities	3.6	3.9	.000*
11. Shared purpose	3.0	3.5	.000*
12. Optimized learning time	3.3	3.7	.000*
13. Signal to begin	3.2	3.7	.000*
14. Variety of techniques	3.4	3.7	.002*
15. Smooth flow	3.3	3.7	.000*
16. Pace of lesson	3.4	3.7	.000*
17. Minimum directions	3.1	3.6	.000*
18. Appropriate level of communication	3.3	3.8	.000*
19. Clear information	3.4	3.7	.000*
20. Questioning distribution	3.2	3.7	.000*
21. Questioning clues	3.3	3.5	.066
22. Level of questions	3.3	3.5	.176
23. Praise	3.5	3.5	.402
24. Expectations	3.1	3.7	.000*
25. Caring	3.4	3.9	.000*
26. Responsiveness	3.5	3.9	.000*

*Significant at .05 level or beyond

Table 10.8

Analysis 2(b)(i)
Comparison of 1986 Former Interns with
1985 Beginning Teachers

Teaching Strategy	Means		Probability (_t_-test)
	1985 Beginning Teachers (n=120)	1986 Beginning Teachers with Internship (n=92)	
1. Rules and routines	3.1	3.7	.000*
2. Awareness	3.1	3.5	.000*
3. Preventative	2.9	3.5	.000*
4. Directed action	3.1	3.7	.000*
5. Low key responses	2.8	3.5	.000*
6. All listening	3.1	3.5	.000*
7. Overlappingness	3.1	3.6	.000*
8. Compliance	3.0	3.7	.000*
9. Monitoring	3.2	3.7	.000*
10. Planned activities	3.5	3.7	.027*
11. Shared purpose	3.0	3.5	.000*
12. Optimized learning time	3.2	3.5	.004*
13. Signal to begin	3.2	3.5	.001*
14. Variety of techniques	3.3	3.5	.104
15. Smooth flow	3.2	3.6	.001*
16. Pace of lesson	3.3	3.6	.011*
17. Minimum directions	3.1	3.6	.000*
18. Appropriate level of communication	3.3	3.8	.000*
19. Clear information	3.4	3.7	.004*
20. Questioning distribution	3.2	3.6	.002*
21. Questioning clues	3.3	3.4	.152
22. Level of questions	3.2	3.3	.531
23. Praise	3.4	3.4	.670
24. Expectations	3.2	3.4	.049*
25. Caring	3.4	3.8	.000*
26. Responsiveness	3.5	3.6	.316

*Significant at .05 level or beyond

In Table 10.9, the results of the comparisons 2(b)(ii) of the former interns 1986 with the beginning teacher 1986 group are presented. The results show that there were significant differences at the .05 level on 5 of the 26 strategies and that on all but one of the strategies the former interns had higher scores than did the beginning teachers in 1986.

Table 10.10 exhibits the results of an analysis carried out at the end of the 1985 phase of the study. The comparison here (#3) was between the interns and the beginning teachers who were observed in the pretest phase. These results show that there were no significant differences, on any of the 26 strategies, between the two 1985 groups.

Figure 10.4 summarizes the results of these primary analyses.

Results of Secondary Analysis

The results of the secondary analysis across the four sets of grade level groupings are presented in Table 10.11. While analyses were conducted for all groups in the sample design (see Figure 10.2), only the results for all combined groups are presented in Table 10.11. Indeed, the analysis for each of the five sample groups showed no significant differences, in scores on the teaching strategies, across grade levels.

The results displayed in Table 10.11 show that, on four of the 26 strategies, there were significant differences at the .10 level among grade-level groups. In each case, the K-3 group had significantly higher ratings than one or another of the other grade-level groups.

Results of Tertiary Analysis

This third level of analysis dealt with the following variables and their relationship to scores on the COR: (1) subject area taught during the observed lessons; and (2) grade point average. The results were as follows:

1. On five of the 26 teaching strategies there were significant differences across subject areas. In every one of these five cases, social studies teachers had significantly lower ratings (Table 10.12).

2. Details of the analysis of correlations between GPA and practicum scores with the 26 teaching strategies are provided, for the three Alberta universities, in Tables 10.13, 10.14 and 10.15, and a summary of the results appears in Table 10.16.

Table 10.9

Analysis 2(b)(ii)
Comparison of 1986 Former Interns with 1986 Beginning Teachers

Teaching Strategy	Means 1986 Beginning Teachers with no Internship (n=48)	Means 1986 Beginning Teachers with Internship (n=92)	Probability (*t*-test)
1. Rules and routines	3.4	3.7	.011*
2. Awareness	3.5	3.5	.675
3. Preventative	3.3	3.5	.236
4. Directed action	3.5	3.7	.173
5. Low key responses	3.3	3.5	.147
6. All listening	3.3	3.5	.233
7. Overlappingness	3.2	3.6	.004*
8. Compliance	3.4	3.7	.013*
9. Monitoring	3.5	3.7	.223
10. Planned activities	3.5	3.7	.088
11. Shared purpose	3.0	3.5	.009*
12. Optimized learning time	3.3	3.5	.084
13. Signal to begin	3.1	3.5	.007*
14. Variety of techniques	3.4	3.5	.345
15. Smooth flow	3.3	3.6	.073
16. Pace of lesson	3.4	3.6	.312
17. Minimum directions	3.4	3.6	.125
18. Appropriate level of communication	3.6	3.8	.296
19. Clear information	3.4	3.7	.085
20. Questioning distribution	3.3	3.6	.056
21. Questioning clues	3.2	3.4	.168
22. Level of questions	3.1	3.3	.363
23. Praise	3.3	3.4	.566
24. Expectations	3.2	3.4	.307
25. Caring	3.8	3.8	.669
26. Responsiveness	3.6	3.6	.987

*Significant at .05 level or beyond

Table 10.10

Analysis 3
Comparison of 1985 Interns and 1985 Beginning Teachers

Teaching Strategy	Significance
1. Rules and routines	NS
2. Awareness	NS
3. Preventative	NS
4. Directed action	NS
5. Low key responses	NS
6. All listening	NS
7. Overlappingness	NS
8. Compliance	NS
9. Monitoring	NS
10. Planned activities	NS
11. Shared purpose	NS
12. Optimized learning time	NS
13. Signal to begin	NS
14. Variety of techniques	NS
15. Smooth flow	NS
16. Pace of lesson	NS
17. Minimum directions	NS
18. Appropriate level of communication	NS
19. Clear information	NS
20. Questioning distribution	NS
21. Questioning clues	NS
22. Level of questions	NS
23. Praise	NS
24. Expectations	NS
25. Caring	NS
26. Responsiveness	NS

NS = Differences between groups are not significant

1985 interns: n = 151
1985 beginning teachers: n = 120

Analysis #	Table #	Results
1 (a)	4	Former interns significantly higher on 22 strategies
(b)	5	Second-year teachers significantly higher on 23 strategies
2 (a)	3	Former interns significantly higher on 20 strategies
(b) (i)	6	Former interns significantly higher on 21 strategies
(b) (ii)	7	Former interns significantly higher on 5 strategies
3	8	No significant differences on any strategies

Figure 10.4

Summary of Results of Analyses

Table 10.11

Analysis of Variance across Grade Levels*
(n=224)

Teaching Strategy	Result
1. Rules and routines	1>3 **
2. Awareness	NS
3. Preventative	NS
4. Directed action	NS
5. Low key responses	NS
6. All listening	NS
7. Overlappingness	1>2 **
8. Compliance	NS
9. Monitoring	NS
10. Planned activities	NS
11. Shared purpose	NS
12. Optimized learning time	NS
13. Signal to begin	NS
14. Variety of techniques	1>4;1>3 **
15. Smooth flow	NS
16. Pace of lesson	NS
17. Minimum directions	NS
18. Appropriate level of communication	NS
19. Clear information	1>2 **
20. Questioning distribution	NS
21. Questioning clues	NS
22. Level of questions	NS
23. Praise	NS
24. Expectations	NS
25. Caring	NS
26. Responsiveness	NS

*Group 1	Grades K-3
Group 2	Grades 4-6
Group 3	Grades 7-9
Group 4	Grades 10-12

**Significant at the .10 level (Scheffé test)

Table 10.12

Teaching Performance across Subject Areas*
(n=114)

Teaching Strategy	Result
1. Rules and routines	NS
2. Awareness	NS
3. Preventative	NS
4. Directed action	NS
5. Low key responses	NS
6. All listening	NS
7. Overlappingness	NS
8. Compliance	NS
9. Monitoring	NS
10. Planned activities	NS
11. Shared purpose	NS
12. Optimized learning time	NS
13. Signal to begin	NS
14. Variety of techniques	1>5
15. Smooth flow	3>5
16. Pace of lesson	NS
17. Minimum directions	NS
18. Appropriate level of communication	NS
19. Clear information	2>5;1>5
20. Questioning distribution	4>5
21. Questioning clues	NS
22. Level of questions	4>5;1>5
23. Praise	NS
24. Expectations	NS
25. Caring	NS
26. Responsiveness	NS

*1 = Language Arts (n = 57)
2 = Mathematics (n = 11)
3 = Physical Education (n = 14)
4 = Science (n = 18)
5 = Social Studies (n = 14)

Table 10.13

Significance of Pearson Correlation Coefficients of GPA and Practicum Grade with Teaching Strategies
(University of Lethbridge)

	GPA**			Practicum		
Item	Beginning Teachers (n = 13)	Interns (n = 12)	Combined (n = 25)	Beginning Teachers (n = 13)	Interns (n = 12)	Combined (n = 25)
1. Routines and rules	*		*			
2. Awareness						
3. Preventative						
4. Directed action						
5. Low key responses non-verbal						
6. All listening						
7. Overlappingness						
8. Compliance						
9. Monitoring						
10. Planned	*		*			*
11. Shared purpose	*					
12. Optimized learning time	*					
13. Signal to begin	*		*			
14. Variety			*			*
15. Smooth flow	*					
16. Pace						
17. Minimum direction	*		*			
18. Appropriate level of communication						
19. Clear information		*				
20. Questioning distribution						
21. Questioning clues						
22. Level of questions						
23. Praise						
24. Expectations						
25. Caring						
26. Responds to efforts						

* r is significant at the .05 level
** Overall GPAs

Table 10.14

Significance of Pearson Correlation Coefficients of GPA and Practicum Grade with Teaching Strategies (University of Calgary)

	GPA**			Practicum		
Item	Beginning Teachers (n = 17)	Interns (n = 36)	Combined (n = 53)	Beginning Teachers (n = 17)	Interns (n = 46)	Combined (n = 53)
1. Routines and rules						
2. Awareness			*			
3. Preventative						
4. Directed action		*	*			
5. Low key responses non-verbal	*			*		
6. All listening						
7. Overlappingness						
8. Compliance						*
9. Monitoring						
10. Planned						
11. Shared purpose						
12. Optimized learning time						
13. Signal to begin						
14. Variety	*			*		*
15. Smooth flow	*					
16. Pace						
17. Minimum direction						
18. Appropriate level of communication				*		*
19. Clear information	*		*			*
20. Questioning distribution						
21. Questioning clues						
22. Level of questions	*			*		
23. Praise						
24. Expectations						
25. Caring						
26. Responds to efforts						*

* r is significant at the .05 level
** Overall GPAs

Table 10.15

Significance of Pearson Correlation Coefficients of GPA and Practicum Grade with Teaching Strategies
(University of Alberta)

	GPA**			Practicum		
Item	Beginning Teachers (n = 75)	Interns (n = 79)	Combined (n = 154)	Beginning Teachers (n = 75)	Interns (n = 79)	Combined (n = 154)
1. Routines and rules						
2. Awareness						
3. Preventative						
4. Directed action						
5. Low key responses non-verbal						
6. All listening						
7. Overlappingness	*					
8. Compliance						
9. Monitoring						
10. Planned	*					
11. Shared purpose			*			
12. Optimized learning time						
13. Signal to begin						
14. Variety						
15. Smooth flow						
16. Pace						
17. Minimum direction						
18. Appropriate level of communication						
19. Clear information						
20. Questioning distribution					*	
21. Questioning clues					*	
22. Level of questions					*	*
23. Praise						
24. Expectations						
25. Caring						
26. Responds to efforts						

* r is significant at the .05 level
** GPA of combined last two years of B.Ed.

Table 10.16

Summary, for the Three Alberta Universities, of Significant Correlation Coefficients of GPA and Practicum Grades with Teaching Strategies
(Source: Tables 10.14, 10.15, 10.16)

	GPA			Practicum		
Item	Beginning Teachers	Interns	Combined	Beginning Teachers	Interns	Combined
1. Routines and rules	*		*			
2. Awareness			*			
3. Preventative						
4. Directed action		*	*			
5. Low key responses non-verbal	*			*		
6. All listening						
7. Overlappingness	*					
8. Compliance						*
9. Monitoring						
10. Planned	*[1]		*			*
11. Shared purpose	*		*			
12. Optimized learning time	*					
13. Signal to begin	*		*			
14. Variety	*		*	*		*[1]
15. Smooth flow	*[1]					
16. Pace						
17. Minimum direction	*		*			
18. Appropriate level of communication				*		*
19. Clear information	*		*[1]			*
20. Questioning distribution					*	
21. Questioning clues					*	
22. Level of questions	*			*[1]	*	*
23. Praise						
24. Expectations						
25. Caring						
26. Responds to efforts						

* r is significant at the .05 level

[1] Significant at two different Faculties

The two measures--GPA and practicum scores, obtained from university records, and the teaching strategy scores for the classroom observations in 1985 and 1986--were systematically related. As indicated in the summary in Table 10.16, GPAs were significantly related to Strategies #1, 2, 4, 5, 7, 10, 11, 12, 13, 14, 15, 17, 19 and 22. Scores on the practicum were significantly related to Strategies #5, 8, 10, 14, 18, 19, 20, 21 and 22.

Discussion

The findings show clearly that classroom experience as an intern _or_ as a beginning teacher leads to significant improvement in teaching performance. Both types of experience produced impressive gains in ratings. This is especially important when one notes that the 26 strategies represent the best available research-based knowledge about teaching which "makes a difference" on such outcome variables as achievement scores in the "3Rs." Moreover, the strategies of "warmth" and "empathy" are very likely related to outcomes in the affective domain. In earlier research at the University of Alberta, particularly the work of Eggert (1977), there was strong evidence that these two process variables, warmth and empathy, were positively related to student attitudes toward their classrooms and to schooling. In one of the other studies in the group of six parallel studies (Fasano, 1977), there was evidence that these same process variables were related to a whole host of affective domain variables.

The research conducted at the Centre for Research on Teaching (i.e., Project QUEST and the studies of the extended practicum) showed that the practicum experience and, in the case of QUEST, intensive in-service training of practising teachers, can also produce significant gains in ratings by trained observers. If one looks for _consistency_ and _replication_ of findings, the results of this study take on considerable significance.

The one anomaly in all of the data reported above appears in Table 10.9: the comparison of former interns with the 1986 beginning teacher group produced significant results on only a handful of the strategies. Although all of the differences were in the expected direction, not many were significant. While these findings raise questions, they essentially do not offset the conclusions of the study which follow.

Conclusions

There is strong evidence for the following conclusions:

1. *The Initiation to Teaching Project was effective in improving the classroom teaching skills of interns.*
2. *A year of teaching experience as an intern* *or* *as a beginning teacher was effective in improving classroom teaching performance.*

Implications

Taken alone, the results of the classroom observation study have important implications for government, for school districts, for the faculties of education in Alberta and for the research community.

Government

The results show that government financial support for an internship program is warranted. Time in the classroom did have a positive effect on teaching strategies. Therefore, from a cost-effectiveness standpoint, policy makers have powerful evidence to support their decision to launch the Initiation to Teaching Project and, in the future, to sponsor programs and projects with similar objectives.

School Districts and Schools

At the levels of the school district and the individual school, the results show that the variables which are generally linked with the concept of "effective teaching" can be improved upon through an experience-based program. While it is not possible, from the observational study alone, to know the effects of supervision and professional development activities on the 26 strategies, one can suggest, given the in-service effects identified in Project QUEST (MacKay, 1979) and findings from the Crawford and Gage (1974) studies, that in-service activities are probably instrumental in improving performance. One can suggest, therefore, that, at the district and school levels, in-service programs focussing on teaching strategies should be a regular feature for beginning teachers and interns. The variables are "alterable" and, while time in the classroom is clearly a necessary condition for improved performance, it should be coupled with a supervisory and professional development program.

Faculties of Education

In their practica, their general and subject-area courses in curriculum and instruction, and particularly in their systems for consultation with and evaluation of "student teachers," the Alberta Faculties of Education should take account of the results of this study. Practicum experience should include versions in which a full 13 weeks of continuous experience is provided. Such a pattern would, in a sense, represent a "mini-internship." It is incumbent upon program planners in the Faculties to take serious account of the messages from this research and from the general field of research on teaching.

The Research Community

As mentioned above in the review of related literature, the research base for this study was drawn from numerous studies in the United States and from a small number of Alberta studies. Those Alberta studies depended very much on the contributions of a number of graduate students at the University of Alberta and on the work conducted at The Centre for Research on Teaching. In 1986-87, there remains a great need for further Alberta-based research on teaching in a variety of contexts and at different grade levels. The utility of research results is demonstrated in this component of the internship evaluation and, in the future, a two-pronged attack on the problem seems to be supportable. First, new initiatives for Alberta-based research should be taken in the form of financial support for such research. Secondly, well-planned and scholarly efforts to translate the results of research completed elsewhere into material that is useful for Alberta should be undertaken. It would appear that scholars and researchers at the Province's universities as well as professional developers and supervisors in the school jurisdictions and in the Alberta Teachers' Association should address these objectives on a cooperative basis.

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APPENDIX

TEACHING STRATEGIES INCLUDED IN THE CLASSROOM OBSERVATION RECORD

Teaching Strategies Included in the Classroom Observation Record

The following five-point scale and three lines for observer comments were provided for each of the strategies in the Classroom Observation Record.

5	4	3	2	1	N/O
Superior	Above Average	Average	Below Average	Unacceptable	Not Observed

1. The teacher used a system of rules that allowed students to attend to their personal and procedural needs without having to check with their teacher.
2. The teacher was aware of what was happening throughout the classroom even though involved with an individual or small group. This awareness enabled the teacher to spot potentially disruptive behavior and act upon it before it became unmanageable.
3. The teacher prevented misbehaviors from continuing before they increased in severity or spread to and affected other students.
4. The teacher directed disciplinary action accurately--that is, at the student who was the primary cause of the disruption.
5. The teacher handled disruptive situations in a low-key manner. Disruptive or off-task students were corrected by non-verbal behavior such as eye contact.
6. The teacher did not begin speaking to the group until all students were paying attention.
7. The teacher was able to attend to more than one issue at a time.
8. The teacher was able to obtain compliance by students.
9. The teacher moved around the room, monitoring student work and communicated to the students an awareness of their behavior, while also attending to their academic needs.
10. The teacher planned classroom activities on a regular basis.

11. The teacher explained to the class the purpose of the lesson.

12. The teacher organized and managed the class so as to optimize academic learning time.

13. The teacher used a standard signal to get the students' attention when beginning a class or moving from one grouping arrangement to another.

14. The teacher used a variety of instructional techniques--adapting instruction in an attempt to meet the learning needs of the individual student.

15. The teacher facilitated the smooth flow of the lesson.

16. The teacher maintained the pace of the lesson.

17. The teacher kept to a minimum such activities as giving directions and organizing the class for instruction.

18. The teacher communicated at the student's level of comprehension.

19. The teacher presented information to students in a clear, well-organized manner.

20. The teacher made an appropriate selection of students to answer questions.

21. The teacher used rephrasing, giving clues, or asking a new question to elicit an answer from students who had difficulty with a question.

22. The teacher used an appropriate level of low and high order questions.

23. The teacher used praise to reward outstanding work as well as to encourage students who were not always able to do outstanding work.

24. The teacher used mild criticism, on occasion, to communicate expectations to more able students.

25. The teacher provided evidence of caring, accepting, and valuing the students.

26. The teacher responded accurately to both obvious and less obvious meanings, feelings, and experiences of the students.